

1-1-1973

Program for the recruitment, preparation, and utilization of volunteer teacher assistants at the St. Joseph, Howell, Michigan School

Mary Diane Rondeau

Follow this and additional works at: <https://digitalcommons.stritch.edu/etd>



Part of the [Education Commons](#)

Recommended Citation

Rondeau, Mary Diane, "Program for the recruitment, preparation, and utilization of volunteer teacher assistants at the St. Joseph, Howell, Michigan School" (1973). *Master's Theses, Capstones, and Projects*. 900.
<https://digitalcommons.stritch.edu/etd/900>

This Research Paper is brought to you for free and open access by Stritch Shares. It has been accepted for inclusion in Master's Theses, Capstones, and Projects by an authorized administrator of Stritch Shares. For more information, please contact smbagley@stritch.edu.

A PROGRAM FOR THE RECRUITMENT, PREPARATION,
AND UTILIZATION OF VOLUNTEER TEACHER ASSISTANTS
AT THE ST. JOSEPH, HOWELL, MICHIGAN SCHOOL

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

by

Sister Mary Diane Rondeau, R.S.M.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS (READING SPECIALIST)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1973

This research paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

George J. Britella
(Advisor)

Date 9/19/72

ACKNOWLEDGMENTS

The writer wishes to thank Sister Mary Karl George, R.S.M. and the Community of the Sisters of Mercy for the opportunity to pursue graduate studies in the field of reading.

Grateful appreciation is expressed to Mr. George J. Cretilli, Advisor of this paper, for his encouragement and direction.

The writer also wishes to acknowledge the women who have been volunteer teacher assistants in her classroom, especially Miss Deborah Benjamin. Their generosity and sincere interest in the students have inspired the writer to do further research in this area.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
 CHAPTER	
I. THE PROBLEM.	1
Introduction.	1
Statement of the Problem.	2
Clarification of Terms.	3
Summary	5
II. REVIEW OF RELATED LITERATURE	6
Existing Programs	8
Objectives.	14
Recruitment	18
Preparation	22
Utilization	27
Evaluation.	29
Legal and Teacher Association Implications.	34
III. DESIGN OF VOLUNTEER TEACHER ASSISTANT PROGRAM.	38
Recruitment	39
Preparation	40
Utilization	45
IV. SUMMARY AND CONCLUSIONS.	50
Summary	50
Conclusions	50
Suggestions for Further Research.	51
BIBLIOGRAPHY.	52
APPENDICES.	58

CHAPTER I

THE PROBLEM

Introduction

There is a definite need for community assistance in our schools today. This fact is reinforced by a statement adopted by the Board of Directors at the International Reading Association, New Orleans, Louisiana in January, 1972.

WHEREAS, changing times, changing needs and changing resources make it necessary for the institutions of society to constantly reassess traditional modes of operation and programs, and

WHEREAS, in the decade of the seventies it is a national goal that all citizens enjoy the right to read but millions of children and adults are not functional readers now, and

WHEREAS, increased manpower is needed to help resolve the reading dilemma and to secure the right to read through the utilization of trained volunteer tutors and/or paid paraprofessionals,

THEREFORE BE IT RESOLVED:

That the International Reading Association takes the position that:

(1) Many adults can be trained to do specific tasks as volunteer tutors and/or paid paraprofessionals to assist others in learning to read under the general supervision of a professional teacher,

(2) Competency-based programs for volunteer and/or paid paraprofessional training should be encouraged, and

(3) Teachers, school administrators and boards of education should facilitate and cooperate with competency-based volunteer and/or paid paraprofessional programs.

The above resolution recommended by the International Reading Association Committee on Volunteers and Paraprofessionals in Reading emphasizes the important status that paraprofessionals have acquired in the field of education. Today more than ever before we are opening our doors to the community and asking for their assistance. There are reciprocal benefits that accrue from this endeavor. Educators are being helped to meet the needs of individual students and the community is gaining a feeling of accomplishment and self-respect as they go out to others. It is also breaking down some of the barriers which have kept school personnel and the community at a distance from one another. An understanding of what our schools are really like and their goals and procedures are being grasped by many for the first time. In some areas they are receiving monetary remuneration for their services. Although it is usually not very large, it does help to provide employment for many who would otherwise be without a means of livelihood.

Statement of the Problem

The purpose of this investigation is to familiarize the writer with the findings of recent research studies on paraprofessional programs in reading during the late 60's up to the present time. This background knowledge will be used to organize a program for recruiting, preparing, and

utilizing volunteer teacher assistants for the St. Joseph, Howell, Michigan School.

Clarification of Terms

For the sake of clarification it deems advisable to explain the following terms because in the writer's review of literature there appeared to be a confusion in their meaning.

Paraprofessional: The paraprofessionals, or teacher aides are lay people with a varied amount of educational and professional training who take an active part in assisting the teachers to discharge their professional duties in a more efficient and economic manner. The amount or degree of instructional or semi-instructional responsibilities will need to be defined. This will depend on each individual aide's capabilities and training.¹

Other sources describe the paraprofessional as having two to four years of advanced preparation. Some are volunteer while others are paid.

In the writer's research the term paraprofessional is used as an umbrella term covering those who assisted the school in some way. These people were educated and uneducated, paid and volunteer. The writer will use this term in the discussion of research studies.

Teacher - Aide: The term teacher aide as used in this handbook is: those non-certified (teacher certification) personnel who directly aid the teacher and/or work with pupils under the supervision of the teacher. Many schools employ persons fitting this definition,

¹ Jack Ferver, ed., Teacher Aides Handbook for Instructors and Administers (Madison, Wisconsin: Regents of the University of Wisconsin, 1968), p. 5.

but refer to them as paraprofessionals, volunteers, teacher helpers or subprofessionals.²

Auxiliary Personnel: All personnel within the school who are not licensed teachers but whose services are used to relieve the teacher and other professionals of noninstructional duties or to give special help to children. This term is used interchangeably with paraprofessionals and subprofessionals. It may refer to both paid and unpaid people.³

Volunteer Teacher Assistant: The volunteer teacher assistant assumes tutorial responsibilities for individual children under the teacher's direction, performs instructional responsibilities for short periods of time with small groups under the teacher's supervision, and has responsibility for some activities, such as games, physical education and library work. She also prepares materials for follow-up instruction, selects high-interest supplementary materials, uses teaching machines, filmstrips, etc., and assists pupils in the use of tape recorders, typewriters, projectors, and other equipment.⁴

Coordinator of Teacher Assistants: The coordinator acts as a liaison between the administration and teacher assistants and the teachers and teacher assistants. She provides the teacher assistant with the necessary direction, assistance, and supplies.

Tutorial Plan: A plan for carrying out specific individual guidance through the assignment of students to individual instructors.⁵

²Paul C. Shank, and Wayne R. McElroy, The Paraprofessionals (Midland, Michigan: Pendell Publishing Co., 1970), p. ix.

³Sidney J. Rauch, ed., Handbook for the Volunteer Tutor (Newark, Delaware: International Reading Association, 1969), p. ix.

⁴Beatrice M. Gudridge, Paraprofessionals in Schools: How New Careerists Bolster Education (Washington, D.C.: National School Public Relations Association, 1972), p. 30.

⁵Carter V. Good, ed., Dictionary of Education (New York: McGraw Hill Book Co., Inc., 1959), p. 583.

Tutor: The individual instructing.

Tutee: The individual being instructed.

Evaluation: The process of ascertaining or judging the value or amount of something by careful appraisal. Consideration of evidence in the light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain.⁶

Summary

The following chapters are intended to give an insight into the numerous ways that the community has come forth to assist teachers and students and to relate what experience has revealed regarding the best techniques to employ in organizing a program for them.

In Chapter Three a program will be set up for the recruitment, preparation, and utilization of volunteer teacher assistants at the St. Joseph, Howell, Michigan School. The population of the school is approximately 210 students from grades one to six. A classroom will be specified this year to be used as a learning center. Many activities of the students and volunteer teacher assistants will take place in it. Part of the writer's program will be to set the room in motion with an array of remedial and enrichment activities.

⁶Ibid., p. 209.

CHAPTER II

REVIEW OF RELATED LITERATURE

Central to the concept of the "Right to Read" effort which is so prevalent in educator's discussions today is the elimination of reading failures. At present there are not enough trained reading specialists to answer these needs so educators are attempting to combat this problem through the vast resources outside the teaching profession.

Many titles are assigned to the persons who are assisting in these endeavors. Among these are: teacher-aide, teacher-assistant, auxiliary personnel, tutor, sub-professional, and paraprofessional. Several research studies use the term paraprofessional interchangeably with other titles so it is often difficult to ascertain the exact connotation of the author's term.

Sam V. Dauzat delivered a speech at the I.R.A. convention in May, 1972, and through overhead projections showed the evolution of acceptance of the paraprofessional in today's educational picture. He viewed the evolution as follows:

A. EVOLUTION OF PARAPROFESSIONALS IN THE BEGINNING
PARAPROFESSIONALS 1950'S REJECTION AND MISGIVINGS

1. Is he replacing the teacher?
2. What does he do?
3. Who is he?
4. Who needs him?
5. Can he be trusted?
6. Isn't he an additional burden on teachers?

B. EVOLUTION OF PARAPROFESSIONALS YESTERDAY
PARAPROFESSIONALS 1960'S SEMI-ACCEPTANCE

1. He takes up money.
2. He monitors the hall.
3. He supervises the playground.
4. He takes the children to lunch.
5. He prepares duplication materials.
6. He keeps supplies in order.
7. He keeps the bulletin board current.
8. He takes attendance.

C. EVOLUTION OF PARAPROFESSIONALS NOW
PARAPROFESSIONALS 1970'S
ACCEPTANCE AND WISE UTILIZATION

1. He gives real assistance to the teacher.
2. He provides opportunity whereby the professional may exercise the "right to teach".
3. He frees the professional to perform more teaching related functions.¹

As is clear from this presentation, paraprofessionals are now considered a real asset to the teaching profession and have an invaluable contribution to make.

¹Sam V. Dauzat, "Effective Utilization of Paraprofessionals in the Reading Program (paper presented at the I.R.A. Convention, Detroit, Michigan, May 11, 1972).

Mrs. Richard Nixon demonstrated her approval of this movement by giving her support and encouragement to the members of the conference on "The Right to Read: The Role of the Volunteer", March, 1970, held in Washington, D. C. (See Appendix A, page 59)

The immense number of children with reading deficiencies has inspired a search for innovative models and programs that will provide competent services for the largest number of children at the lowest cost. The late 60's to the present time show an increase in interest and community assistance in solving individual reading problems.

Walter W. Straley, chairman of the National Reading Council believes that we will need ten million tutors by the end of the 1970's.²

Existing Programs

Emily Knott McCleary's experience in working with a tutorial program in North Carolina has convinced her of its value. She believes that the reading problem should be attacked while it is still in its beginning stages. This is evident by her statement appearing in the Reading Teacher.

²Nicholas Paul Criscuolo, "Training Tutors Effectively," The Reading Teacher, XXV, No. 2 (November, 1971), p. 157.

For many years school people have been trying to "cure" reading problems and although much success has been achieved, problems are being created faster than they can possibly be cured. What would happen if some of these reading problems could be prevented? Would it not be better to expend energy on preventing failure and the consequential developing of a negative self-concept than on always having to rebuild a deflated ego? Once failure in learning to read has been experienced it is impossible to completely rebuild the student's ego--it can be repaired but the scars are still there.³

As Emily McCleary stated, some of these severe reading problems could be prevented by early diagnosis and treatment. The National Reading Council has developed materials to aid parents in fostering reading readiness in their preschool children.

A first grade program known as the Indianapolis Programmed Tutorial Project in Reading was developed by Indiana University's Dr. Douglas C. Ellson and Dr. P. L. Harris with Dr. Larry Barber and Miss Renie Adams. Funds for the project came from ESEA Title I and a smaller contribution made available through an Indiana University project supported by a research grant from the Ford Foundation.⁴

The lessons are systematically programmed and are specified in great detail so that tutors with no previous professional training can be effective with them. Every teaching act is defined showing what to teach and exactly how to teach it. The child's response determines the

³Emily Knott McCleary, "Report of Results of Tutorial Reading Project," The Reading Teacher, XXIV, No. 6 (March, 1971), p. 556.

⁴"Tutoring: It Works," Reading Newsreport, Vol. V, No. 4 (February, 1971), pp. 12-13.

behavior of the tutor. This makes it possible for the child to progress at his own rate. The materials employed are comprehension and word analysis books and the regular first grade pre-primers, primer and first reader. Most of the children are instructed on a daily fifteen minute basis, although some of them have two sessions. This is a supplement to their regular classroom instruction. It is advisable for the pupil to work with the same tutor during the entire year. The tutor is required to provide progress information to the tutee's classroom teacher.

A study conducted in the Indianapolis Public School System on the use of this program from 1966-68 revealed that there was an increase of 31 percent in the proportion of the children promoted to the first grade. It also reduced the number of nonreaders from approximately 10 percent to less than one percent.

Other programs have also been established to meet the needs of various age levels. Among these is "Project Home With Books" which is in operation in Yonkers and funded by New York state's Urban Aid to Education. The project has provided entire libraries for every classroom in eleven of the Yonkers public elementary schools. Executives take time from their busy schedules to help elementary school children with reading skills. The managements of several large companies in the Yonker area agreed to release

salaried employees for an hour each week to work with underprivileged students. Files are kept on each student and his progress is reported. The tutee benefits from this personal attention and is rewarded by the immediate reinforcement of his successes.⁵

Another tutoring program is the "Volunteer Reading Tutoring Program," which was developed in Milwaukee in 1967. The University of Wisconsin, Milwaukee Reading Clinic, University of Wisconsin Extension Center for Community Leadership Development, and the Milwaukee Public Schools cooperated in the program. Financial assistance for the project came from the Milwaukee Foundation. Twelve tutoring centers were established in churches, libraries, and neighborhood centers with the assistance of an urban specialist and a center coordinator. Each center had ten or more tutors working individually with ten or more pupils. These students were selected because their reading achievement was one or more years below expectancy as defined by test scores and teacher judgment. A definite advantage in this program was that a reading teacher or specialist was employed at each center to provide professional assistance to tutors and to evaluate the program.⁶

⁵"Memo--Re: Executive Tutoring," Reading Newsreport, Vol. V, No. 6 (April, 1971), pp. 11-12.

⁶Arthur W. Schoeller and David A. Pearson, "Better Reading Through Volunteer Reading Tutoring," The Reading Teacher, Vol. XXIII, No. 7 (April, 1970), pp. 625-626.

In 1967 the Albany Study Center for Learning Disabilities also conducted a tutoring program. This project was funded by a federal grant. The materials that are presented to the child are programmed in very small steps. Because the techniques are automatized the tutor with even a brief period of training can function successfully. Each tutor is assigned five students who receive individual instruction for thirty minute sessions each school day of the year. These sessions are conducted in inexpensive teaching booths which eliminates environmental distractions.⁷

Mr. Gene Handelsman, Director of the HEW Foster Grandparents Program, spoke at the "Right to Read: The Role of the Volunteer" conference and noted several programs in which older citizens had been extremely successful as volunteers. In Illinois they worked with children to develop academic motivation. They were teacher aides in Oregon and Florida. Retirees in Vermont operated the only community libraries in two remote rural areas. They also served in OEO child care centers in Georgia.⁸

The older American Act Amendments of 1969 is able to provide small stipends for their services, although the

⁷Frank R. Vellutino and Christopher Connolly, "The Training of Paraprofessionals as Remedial Reading Assistants in an Inner-City School," The Reading Teacher, Vol. XXIV, No. 6 (March, 1971), pp. 507-509.

⁸Gene Handelsman, "Citizens as Volunteers--Who Volunteers and Why?" (panel presented at the proceedings of the "Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Institute, Washington, D.C., March, 1970).

feeling of being needed and appreciated means much more to these people than the stipend. This group is normally overlooked in recruiting volunteers, but is a tremendous source of talent and wisdom.⁹

At the same conference Mr. Felipe Perez, from Los Angeles explained the Crenshaw program which he initiated and heads. Students from public and parochial junior and senior high schools tutor in the inner-city elementary schools after class. They receive no formal training and must develop their own materials. They have met with much success because the tutees see them as friends who will take as much time as is necessary to help them master a skill. The Crenshaw volunteers have given more than 2,500 hours from 1965 to 1970.¹⁰

Another tutorial project utilizing teenagers is the Youth Teaching Youth group that now exists in thirty to forty places across the country. It was organized by Judge Mary Conway Koehler of New York City and her National Commission on Resources for Youth. The project gets young, disadvantaged, low achieving teenagers involved in working with, teaching, and tutoring younger, disadvantaged, low achieving children in their own community. The advantages

⁹Ibid.

¹⁰Felipe Perez, "Citizens as Volunteers--Who Volunteers and Why?" (Panel presented at the proceedings of the "Right to Read: The Role of the Volunteer," sponsored by the Washington, D. C., March, 1970).

are reciprocal. The child being tutored learns the reading skills and receives individual attention and recognition. At the same time, the tutor increases his own skills and motivation for learning. He also acquires a sense of accomplishment and self-respect.¹¹

Objectives

The objectives or aims of the paraprofessional program are numerous. Many of them affect more than one sector of the program and although there is some overlapping they can be divided into the three categories of those affecting the child, the teacher, and the paraprofessional.

The child is the principle focus and reason for the existence of this endeavor and research points out that one of its main objectives is to improve the child's self-concept through the individual attention given to him and by providing opportunities for him to succeed.

Herbert A. Carroll states that the self-concept is learned.¹² This fact is of great importance to those responsible for the child's development during the early years of his life. Everything a person knows about himself comes

¹¹Dr. Don Davies, "Volunteers: New Wave for the 70's," (address presented at the proceedings of the "Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.

¹²Herbert A. Carroll, Mental Hygiene the Dynamics of Adjustment (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1957), pp. 80-81.

from experience, with social experience being the major kind. As the child grows he becomes more and more conscious of the appraisals made on him by others and his concept of himself becomes a reflection of these appraisals. It is continuously being modified as a result of his interaction with his environment. This fact can give hope to those who are charged with the task of assisting the child develop a positive self-concept.

Research supports the idea that a positive self-concept is an important component of successful reading. A sensitive teacher can help the child by believing that he wants to learn and respecting him as an individual, as well as drawing out the resources of learning that he has within himself.

Often children with learning problems find it necessary to seek attention by disruptive behavior in the classroom. The one-to-one relationship with the paraprofessional will give him the additional affection and attention he craves and thus help eliminate this behavior.

The awareness that someone really cares about him and his academic advancement can help the child feel better about himself thus instilling confidence, making him aware of the importance of learning, and improving his attitude toward school.

The question may be raised as to whether or not extra assistance really improves the learning climate in the classroom.

Traditionally the majority of the teacher's time was occupied with a small number of disabled readers. With the presence of the paraprofessional on the scene giving instruction to these students the teacher is able to give her attention to other children in the class thus providing the average and outstanding students with enrichment activities. This results in a more effective and efficient use of her time and talents. This type of program can also furnish more effective instruction by providing time for more individualized diagnosis and treatment for a larger number of children.

Extra time is now available for class preparation and production of all kinds of drill exercises and games on different levels.

The teacher who was solely responsible for the emotional and academic progress of large numbers of children is now assisted by the added insight and skill of one or more individuals.

Staff morale is also often enhanced as a result of the "fringe benefits" of relieving teachers of some non-professional duties.

The paraprofessional program acts as a public relations feeder system out into the community consequently improving understanding and cooperation between the school and community at large.

The paraprofessional's role is to supplement the teacher's class presentation. After the teacher diagnoses and prescribes the paraprofessional executes the follow-up activities which can be either instructional or non-instructional in nature. Non-instructional tasks involve preparing materials to reinforce reading skills.

He is often instrumental in reaching individual students and helping them develop a positive self-concept as well as achieve academic success. As a result the paraprofessional acquires a sense of accomplishment and self-respect.

The students are assisted by the paraprofessional in the use of specialized equipment for learning which is often too time consuming for the classroom teacher.

As parents they receive an insight into the reactions, behavior, and needs of their own children which helps them continue the learning process at home. It also promotes greater school-community involvement.

No one can predict or measure the impact of one personality on another so no one can tell what the paraprofessional's presence will really mean to a particular child in the classroom, but there cannot help but be positive results when an adult with patience and love comes to the aid of a child.

Recruitment

Preliminary to initiating a paraprofessional program there are certain legal aspects that have to be considered. Dr. Bryce Perkins states that first it should be determined whether your state allows paraprofessionals to be used and under what circumstances.¹³ Many states allow them to be used without certification requirements, while others require some form of certification or screening before they can be employed, especially if state money is to be spent.

The superintendent and board of education should be informed of the program and the legal and insurance coverage of paraprofessionals should be determined. Information should also be sought regarding the medical standards that the paraprofessional will have to meet such as a TB test and chest x-ray.

Once the program has been approved the question is "Where do we get the personnel for the project?" Mr. Frank P. Bazeli,¹⁴ Mrs. Ruthe Farmer,¹⁵ and several other authors

¹³Dr. Bryce Perkins, Getting Better Results from Substitutes, Teacher-Aides, Volunteers (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966), pp. 46, 49-50.

¹⁴Frank P. Bazeli, "Organization and Training of Paraprofessionals," Clearing House, XLIV (December, 1969), p. 207.

¹⁵Mrs. Ruthe Farmer, "Is There a Role for Volunteers in the Right to Read Effort?" (address given at the proceedings of "The Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Institute, Washington, D.C., March, 1970).

believe that applicants for paraprofessionals should come from within the school community because this involvement strengthens the sense of community and solidarity and opens up channels of communication. This is particularly true in inner-city communities. The so called "alien" paraprofessional is often not appreciated. In situations where paraprofessionals receive wages it also provides economic benefits and job opportunities for those in the neighborhood.

Mr. Bazeli enumerates the advantages of using local people as follows:

Locally recruited aides would benefit the school through their ability to interpret community sentiments and needs, identify and help contact indigenous leaders, interpret to the professional staff the substance of unfamiliar sub-culture mores motivating pupil behavior, and influence to a considerable extent the curriculum offerings and teaching strategies in the school.¹⁶

Recruitment can be carried on in several ways through newspaper, radio, and television announcements and speaking at community groups such as the Rotary Club, Lions Club, and League of Women Voters to name a few. Several authors agree that satisfied paraprofessionals are the best recruiters because individuals with enthusiasm will attract others to this type of work. Teachers can also identify concerned parents who they believe can work in this area.

¹⁶Frank P. Bazeli, "Organization and Training of Paraprofessionals," Clearing House, XLIV (December, 1969), p. 207.

Nathaniel Potts, Coordinator of the Newark Public Schools Department of Volunteer Services described a method of recruitment known as "The Five W's". This method consists of:

(1) WHO--identification of those persons in a community, often only one or two square blocks, whom others listen to and respect; (2) WHAT--establishing through first-hand knowledge what the community needs and wants so that the program can operate on the basis of facts, not assumptions made by a coordinator; (3) and (4) WHERE and WHY--development of key contacts with individuals, civic, social and church organizations, political and radical groups, who are able to give more detailed information on specific programs which are needed; and (5) WHEN--organization of program around specific problems with all factions of a community involved so that you can know how they feel, what their differences are, and then involve them in the decision making process of program planning.¹⁷

Once recruitment has begun we are faced with the responsibility of deciding who is adequate for the job. The educational requirements depend somewhat on the socioeconomic level of the community and the specific job that the individual will undertake. Education at about high school completion level signified by a diploma or its equivalent is often sufficient. Some colleges are offering one and two year courses specifically for the training of paraprofessionals.

¹⁷Nathaniel Potts, "Recruitment--Who Participates?" Panel given at the proceedings of the "Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Insitutue, Washington, D.C., (March, 1970).

Many authors consider the number of years of formal education as secondary. The qualities they stress are a genuine interest and fondness for children, warmth, compassion, and sensitivity to children's needs. She should also be flexible, have the ability to cope with a variety of situations, have a willingness to serve, and be dedicated. Her ability to relate to adults is of utmost importance. In her relationship to the teacher she should be responsive and willing to follow her plans and directions.

A formal application is advised once a person has decided to participate in the program. It serves as a basis for selection and a source of personal information. The information included should be address, telephone number, social security number, date of birth, years of education, job preferences, age level preference and account of other experiences of work in the school. Some authors also suggest that the applicant present two or three references.

Once the school system has received the application form a written acknowledgment should be made to the applicants. An interview should be arranged with those who seem to have the acceptable characteristics.

Points to observe during the interview are physical and mental health, good grooming, good English usage,

average intelligence, general attitude toward children, and attitude regarding working under a teacher's supervision.

During the interview it is recommended that the applicant is orientated to the school facilities. It is also advisable to introduce her to the other teachers on the staff especially to the teacher with whom she may be working. The approval or rejection of the applicant is important to consider in offering a position.

Those who have not been accepted should be notified and thanked for their offer of service.

As the paraprofessionals are assigned to the individual teachers the personality and background of both should be considered. Many authors agree that a teacher should never be forced to work with a paraprofessional. Often a reluctant teacher who later observes the paraprofessional working successfully with other teachers will request one to assist her.

Preparation

No longer is the question whether we should use paraprofessionals, but rather how can we prepare them and make the utmost use of their capabilities and talents. Their training must be educationally sound and appropriate if they are to make the contribution they can and should make.

At the present time there are one and two year education programs for paraprofessionals at some colleges.

These programs should be geared to the paraprofessional rather than modeled after the existing teacher education courses.

On July 27, 1970, Alverno College in Milwaukee prepared a rationale and developmental summary of their training program which began in 1969. (See Appendix B, pages 61-63)

Concordia College in Milwaukee has also presented an outline of their paraprofessional program which was initiated in 1970. (See Appendix B, pages 64-69)

Several other training programs are in existence today. In the New York City School Volunteer Program the basic training is given at the volunteer offices where the paraprofessionals receive five sessions of training in the area of their interest.

In Atlanta they attend ten workshop sessions. Once training is complete, bi-monthly meetings are held with workshops to teach the use of a variety of materials. The teachers with whom they will be working also attend a two week workshop to refresh their knowledge of the reading skills.

The Seattle Public Schools provide the paraprofessionals with eight hours of instruction during which they learn about the diagnostic tools needed to identify the student's weakness. The curriculum of the school is explained so that they can view their part in the total picture.

Seminars and half-day meetings held throughout the year encourage an exchange of ideas and techniques which is most beneficial.

Arthur Schoeller and David Pearson explained the training program for the Volunteer Reading Tutoring Program in Milwaukee as consisting of five, two hour sessions which helped the paraprofessional understand the pupil and the importance of helping him develop a positive self-concept. They were also instructed in how reading takes place, the nature of reading disability, and given an explanation of some procedures and materials that can be utilized in remedial work. (See Appendix C, pages 71-72) Reading assistants were present throughout the following months to serve as consultants.¹⁸

According to Nicholas Criscuolo five training sessions are adequate.¹⁹ Four should be devoted to approaches in reading instruction and the other session should make the paraprofessional aware of the community in which she will be working. He believes that the orientation sessions should not be too technical. Areas to be studied are word recognition and comprehension techniques, language development ideas, and the type of materials which can be used effectively.

¹⁸Arthur W. Schoeller and David A. Pearson, "Better Reading Through Volunteer Reading Tutors," The Reading Teacher, Vol. XXIII, No. 7 (April, 1970), p. 626.

¹⁹Nicholas Paul Criscuolo, "Training Tutors Effectively," The Reading Teacher, Vol. XXV, No. 2 (November, 1971), p. 158.

Frank Bazeli describes a pre-service training program which would encompass a complete school district.²⁰ He holds that the training program should take place three weeks just prior to the opening of school. It should consist of orientation to the organization of the school district with an explanation of its educational processes and programs. The role of the paraprofessionals in the school organization should be explained as well as their work relations with other personnel, conditions of employment, promotion, and retention. An overview of child growth and development and the problems that may be encountered should be described together with the school system's policy of the treatment of the children.

It is suggested by some authors that very effective in-service programs can be planned and conducted on the individual school levels which will meet the particular needs of the school, staff, and community it serves. Qualified personnel can be called upon to present the necessary information. This type of program will instill a greater spirit of cooperation and meaningful involvement in the participants.

Mrs. Katherine Jackson, reading specialist and trainer for the Philadelphia Public Schools, believes that

²⁰Frank P. Bazeli, "Organization and Training of Paraprofessionals," Clearing House, XLIV (December, 1969), p. 208.

the paraprofessional should be given orientation and training in three basic two hour pre-service sessions and one in-service session. Future in-service meetings should be held at the place of their work. An outline of her program is included here.²¹ (See Appendix C, pages 73-77)

Another program of pre-service and in-service training is discussed by Sidney Rauch who states that the sessions should involve both the paraprofessional and the teacher. Emphasis is placed on the need of using realistic and practical classroom situations. Demonstrations and role-playing can also make a worthwhile contribution to the trainee's background.²² (See Appendix C, pages 78-79)

Research emphasizes certain qualities which contribute to a successful in-service program. These include well defined roles and role-relationships for both the teacher and paraprofessional; participation of both teachers and paraprofessionals in the trainee group sessions; skill training which is realistic in terms of local needs; and instruction in child development and its implications on learning.

²¹Katherine C. Jackson, "The Role of the Volunteer in Utilizing Methods and Materials," Address given at the proceedings of the "Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Institute, Washington, D.C. (March, 1970).

²²Sidney J. Rauch, "Using Paraprofessionals as Reading Aides," Paper presented at the International Reading Association conference, Anaheim, Calif., (May 6-9, 1970).

After the initial training period there should be on-going contact by weekly meetings with the teacher to evaluate pupil progress and suggest a future course of action. The coordinator should also be available to give the paraprofessional the necessary assistance and support. If possible the paraprofessionals should meet with the teachers and administration at least once a month to share experiences and insights.

Once a paraprofessional has been trained and is ready to take her place in the school a problem often arises with regard to how well a teacher is able to utilize her services. To solve this problem an in-service training program for Worcester teachers was focused on training to bring about more effective communication between the teachers and paraprofessionals. A slide show was presented to illustrate how paraprofessionals and teachers can work together. This was followed by suggestions for using paraprofessionals more successfully. Later meetings were held on grade level discussion groups to consider the various aspects of the program.

Utilization

There is a tremendous amount of assistance to be called upon from paraprofessionals and the task of administrators and teachers is to decide how it can best be used to the advantage of the student.

There are countless ways that she can be utilized in the reading area. The following list of some of the reading jobs that can be performed by paraprofessionals is compiled from the writings of Sidney Rauch,²³ Wayne Herman,²⁴ and the Madison Public Schools.²⁵

1. Reading stories aloud to individual children or small groups.
2. Assisting the gifted child in locating special materials for an extra assignment.
3. Helping children look up information.
4. Supervising work areas and committee activities.
5. Giving individual help in reading by using flash cards for drill of sight words.
6. Working on a one-to-one ratio with children who need additional practice after the teacher has taught a specific skill.
7. Giving spelling dictation to students.
8. Assisting children with their composition and other writings by helping with spelling, punctuation and grammar.
9. Writing experience charts with small groups of young children.
10. Taking down by dictation the creative stories of young students.

²³Sidney J. Rauch, "Using Paraprofessionals as Reading Aides," Paper presented at the International Reading Association Conference, Anaheim, Calif. (May 6-9, 1970).

²⁴Wayne L. Herman, "Teacher Aides: How They Can Be of Real Help," Grade Teacher, Vol. LXXXIV, No. 6 (February, 1967), pp. 103, 168.

²⁵Teacher Aide Program (Madison, Wisconsin: Madison Public Schools, 1966-67), pp. 30-31.

11. Listening to individual children do oral reading and asking them questions to check comprehension.
12. Making a tape recording of the oral reading of the children.
13. Tape recording stories for the children's listening pleasure.
14. Assisting with drama enrichment with small groups of children.
15. Supervising library periods by working with small groups of children.
 - a) Helping them select books
 - b) Listening to reports on books read.
 - c) Assisting children in writing book reports.
 - d) Recording the books children have read.
16. Operating machines such as tape recorders, film-strips projectors, and record players for reading reinforcement.
17. Supervising small groups of children in working with reading games.
18. Helping the slow learner follow directions as he does a workbook assignment.
19. Supervising seat work or make-up assignments.
20. Helping children who missed instruction or testing because of absence.
21. Preparing ditto sheets, charts, flash cards, and educational games to reinforce instruction.
22. Typing and duplicating pupil's creative work.

Evaluation

Evaluation, defined as the determination of the value of a particular situation according to previously stated goals, should be conducted in regard to all facets of the paraprofessional program.

Paul Shank and Wayne McElroy suggest that evaluation should be done on a semi-annual basis. An evaluation of the program as a whole plus one on the individual paraprofessional's performance should be undertaken. Both should be executed by the teacher and administrator together.²⁶

They believe that in order for the evaluation to be reliable the procedures for evaluation should be planned in advance, continually carried on, and communicated to all who are affected by it. The results should be tabulated and summarized in written form to serve as a basis for future decisions about the program and the release or re-assignment of paraprofessionals.

In Fremont, California, the teacher is asked to complete an annual evaluation form on the paraprofessional for ESEA Title I. (See Appendix D, pages 81-82)

Wilmington, Delaware, also conducts a yearly teacher evaluation of their paraprofessionals. (See Appendix D, pages 83-84)

Another evaluation form was compiled for the Madison Public Schools. (See Appendix D, pages 85-87)

Some authors believe that it is important for the paraprofessional to assess her own gains and to express her opinion regarding the program.

²⁶Paul C. Shank and Wayne McElroy, The Paraprofessionals (Midland, Michigan: Pendell Publishing Co., 1970), pp. 78-79.

Sister Bernadette Kalscheur, Chairman of the Education Department at Alverno College, Milwaukee, has devised questions to which the teacher and paraprofessional may address herself. (See Appendix D, pages 88-89)

A questionnaire to the paraprofessional after the first two months in the program can be valuable for administrative direction. (See Appendix D, page 90)

A personal conference evaluation of the paraprofessional together with the teacher is a source of communication and insight into the existing program. (See Appendix D, pages 91-92)

In Los Angeles, California, the parents were asked to evaluate the program. They were given the following questions:

Is your child more enthusiastic about school?

Has he shown greater interest in his school work?

Has the teacher been able to give your child more individual help?

Does your child talk more about things that happen at school?

Has your child received individual help from the education aide?

Have you visited the class or teacher?

Have you talked with the education aide? If yes, was the talk helpful to you in understanding the class program and your child's progress?

Do you favor the continued use of the education aide in the classroom?²⁷

²⁷ Beatrice M. Gudridge, Paraprofessionals in Schools: How New Careerists Bolster Education (Washington, D.C.: National School Public Relations Association, 1972), p. 36.

In Santa Rosa the Chairman of the paraprofessional program in his school was requested to present information to the Diocesan Teacher-Aide Committee. (See Appendix D, pages 93-94)

Some paraprofessional programs have already been evaluated and from state-wide conferences in Colorado, Kentucky, Massachusetts and New York, five premises were developed based on evidence in research and demonstration programs in 1967-68. The programs studied were:

1. PROGRAM FOR UTILIZING PARENTS AS AUXILIARY PERSONNEL IN A CULTURALLY DIFFERENT COMMUNITY, 1967-68, Columbus University Laboratory School, Berkeley, California.
2. CONCENTRATED EMPLOYMENT PROJECT FOR AUXILIARY PERSONNEL, Five public schools in target area, Detroit Michigan
3. TEACHER-AIDE PROGRAM IN EASTERN KENTUCKY, Morehead State University Teacher-Aide Program, Eastern Kentucky
4. AUXILIARY SCHOOL PERSONNEL PROGRAM IN NORTHEASTERN MAINE, St. John Valley, Maine
5. PILOT PROGRAM USING PARENTS AS READING ASSISTANTS IN FOUR ELEMENTARY SCHOOLS IN THE LOWER EAST SIDE OF MANHATTAN, District No. 3, Board of Education, New York, New York²⁸

²⁸Garda W. Bowman and Gordon J. Klopff, New Teachers and Roles in the American School (New York: Bank of the College of Education, 1968), p. 228.

Premise 1:

That the involvement of persons with a wide range of skills, training, experience, background and potential may provide a better learning environment than assignment of all educational tasks in a classroom to one person who, alone, must attempt to meet the individual needs of many pupils.²⁹

Premise 2:

That participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, may increase home-school-child interaction.³⁰

Premise 3:

That broad community involvement in planning educational programs may contribute materially to the social relevance of such planning i.e., relevance to the needs, interests and real concerns of the school population.³¹

Premise 4:

That the opportunity of career development for auxiliaries may serve to motivate them in two distinct but interrelated ways: in terms of their personal growth and ability to cope with life situations, and in terms of their increased competence on the job.³²

Premise 5:

That the establishment of a new career line for auxiliaries may foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system.³³

²⁹Ibid., p. 215.

³⁰Ibid., p. 216.

³¹Ibid..

³²Ibid., p. 217.

³³Ibid..

Legal and Teacher Association Implications

As the number of paraprofessionals is increasing certain states are developing guidelines stating legal limitations on instructional functions that can be performed, but most states are tending toward a flexible attitude permitting each locale to create programs suitable for its own needs.

Florida, California, Georgia, Oregon, and Wyoming are the states reported here that have arrived at legalities surrounding their utilization of paraprofessionals.³⁴ (See Appendix E, pages 96-99)

The state of Michigan also has certain stipulations regarding teacher aides and the instructional program. (See Appendix E, pages 100-102)

Teacher Associations and Unions are aware of the impact of a potential one million paraprofessionals.

David Selden of the American Federation of Teachers at the union's 1970 convention encouraged the inclusion of paraprofessionals in the union because of their possible opposition in teacher strikes.³⁵

³⁴Beatrice M. Gudridge, Paraprofessionals in Schools: How New Careerists Bolster Education (Washington, D.C.: National School Public Relations Association, 1972), pp. 42-43.

³⁵Ibid., p. 44.

James Mundy, former AFT director of organization, believes that there should be a "functional chapter" within the union for paraprofessionals. Here they can elect their own officers and develop suitable programs for themselves. They would still have voting rights in union meetings. Lower local dues would be required of the paraprofessional earning lower wages.³⁶

The United Federation of Teachers has already come to the assistance of New York City Paraprofessionals when they negotiated in 1968 for the 4,000 who were working in grades K-2. These paraprofessionals were not content with their \$2,000.00 per year salaries and lack of fringe benefits. In the spring of 1970 the paraprofessionals threatened to strike. When the teachers voted to respect their picket lines, the board opened negotiations. The result was a new contract which almost tripled the present wages. The pay scale now ranged from \$3.10 to \$5.05 per hour, four weeks of paid vacation were provided plus sick leave. Complete dental and optical care for families was included. A method for reporting grievances was also established. The educational advancement of the paraprofessional was encouraged by allowing release time during the school year for attendance at college programs designed for them and a four week summer college and high school

³⁶Ibid., p. 46.

equivalency program supplemented by a \$75.00 per week stipend.³⁷

The paraprofessional is also finding his way into teacher associations. In 1971 the National Education Association Representative Assembly amended the bylaws to permit a membership category for paraprofessionals. It moved to accept them as part of the NEA with the lowered rate of annual dues at \$10.00. They receive all the rights and privileges of active members with the exception of holding office and being represented in the Representative Assembly.

Local teacher associations are encouraged to assist paraprofessionals to form their own affiliate organizations along with establishing a coordinating committee to provide cooperation between the two groups.

Since 1967 NEA has sponsored workshops for paraprofessionals in Washington, D.C. and includes them along with teachers in Grass Roots Involvement Program seminars.

The NEA is also fostering a formal structure for paraprofessionals through which they will be trained, licensed, recruited, classified, evaluated, and given possibilities for future advancement.

Junior and senior colleges are now being urged by the NEA to provide programs and courses for paraprofessionals as an important part of their curriculum.³⁸

³⁷Ibid., pp. 45-46.

³⁸Ibid., p. 47.

Catherine Brunner's words seem appropriate to sum up what research considers to be the paraprofessional's contribution to the educational picture.

She is many things. She does provide "a lap to sit on," but she does much more! She provides an extra pair of hands that help with the many chores that are an integral part of teaching. She provides the extra measure of personal warmth that gives rise to satisfaction for the child who might not have been heard if she were not there. She supplies the extra pair of ears and eyes that add to the teacher's store of knowledge about her children. She is the bridge between the instructional program and her own community. A teacher aide can be a valuable resource. She is not chosen in a casual manner. Her growth needs to be fostered in a professional manner. Only then can she really assume her responsibility to assist young children in deriving meaning from their environment and in organizing their experiences so that learning continues to be a vibrant, interesting occupation.³⁹

³⁹Catherine Brunner, "A Lap to Sit On, and So Much More," Childhood Education, Vol. XLII, No. 1 (September, 1966), p. 23.

CHAPTER III

DESIGN OF VOLUNTEER TEACHER ASSISTANT PROGRAM

After reviewing the recent research studies on para-professional programs in reading during the late 60's up to the present time the writer organized a program for recruiting, preparing, and utilizing volunteer teacher assistants at the St. Joseph, Howell, Michigan School which has grades one to six with approximately 210 students. As is stated in Chapter One, the volunteer teacher assistant works with individuals and small groups of children under the teacher's direction. She also prepares materials for follow-up instruction and assists pupils in the utilization of educational equipment.

Dr. Bryce Perkins advises preliminary steps to the actual implementation of a program into a school.¹ Following his recommendations the writer obtained a written statement of the State of Michigan's legal stand. On June 28, 1972,

¹Dr. Bryce Perkins, Getting Better Results from Substitutes, Teacher-Aides, Volunteers (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1966), p. 46.

the Diocesan School Office was informed about the proposed plan. It will be presented to the St. Joseph School Board on August 21, 1972. A faculty meeting will also be conducted in August to discuss the program with the teachers.

Recruitment

The writer has developed a bulletin containing information about the program. (See Appendix F, pages 104-108) The cover sheet states that it will begin on October 2, 1972. This delayed date is for the purpose of orientating the teachers to the new project and to work with them in setting up realistic goals. It will also give the teachers the opportunity to discover areas where they can use assistance.

Although this research paper is specifically concerned with teacher assistants in the reading area, the bulletin includes other areas because teacher assistants will be used in various capacities in the school. The tasks are divided into clerical, instructional, library, learning center, and supervisonal.

The application form was devised after studying various authors' viewpoints on what they considered to be necessary information. Some authors believe that two or three character references are needed, but the writer did not include this requirement because of the closeness of the parish community. (See Appendix F, page 109)

The bulletins will be given to the parents of the children attending St. Joseph School on the date of registration, August 25, 1972. Other bulletins will be distributed at Church and at various Women's Organizations. This will be an attempt to recruit retirees and those who do not have children in school.

The coordinator of the teacher assistants will acknowledge the applications by mail and set up an appointment for interviews with those who have not been associated with the school in the past.

Preparation

Several authors agree that the success of a teacher assistant program depends on good orientation, preparation, and continual in-service education.

Paul Shank and Wayne McElroy suggest that a handbook be organized to assist the volunteer in understanding school policies, child development, and his role in relation to others in the school.²

The writer has devised a handbook which will be in a duo-tang notebook so additions can be made throughout the year. The poem, "Children are Gifts," will begin the handbook. (See Appendix G, pp. 111-12) The objectives devised by the teachers in September will be included plus an

²Paul G. Shank and Wayne R. McElroy, The Paraprofessionals (Midland, Michigan: Pendell Publishing Co., 1970), p. ix.

administrative bulletin. Following this will be the "Three R's for the Volunteer". (See Appendix G, pp. 113-14)

It is essential that all involved in the program understand their responsibilities and the ethics expected of them and of one another. The writer has, therefore, listed what is required of the administration, teacher, coordinator of the volunteer teacher assistants, and the volunteer teacher assistant. (See Appendix G, pp. 115-120)

To have an effective relationship with the child the teacher assistant should be familiar with the developmental characteristics of the children with whom she will be working. A summary of the physical development, characteristic behavior, and special needs for children from six years to preadolescent are included here. (Appendix G, pp. 121-130) Discipline is also important in the functioning of a good program and a few points are presented. (Appendix G, page 131)

Besides in-service meetings the school should provide other opportunities for the teacher assistant to expand her knowledge. The included bibliography is done with the purpose of giving the teacher assistant some guidance in this area. (Appendix G, pp. 132-139)

After examining various types of outlines for in-service education the writer has devised a plan which will attempt to answer the needs of the school, staff, and the community which it serves.

The plan will be organized in four phases: Phase I - General Orientation, Phase II - Teacher Education, Phase III - Teacher Assistant Education and Phase IV - Combination Meetings for Teachers and Teacher Assistants.

Phase I, which is the general orientation period, will involve work sessions for the teachers to discuss any apprehensions they may have regarding the program and to develop specific goals for it. This time will also be devoted to brain-storming exercises to arrive at job descriptions for the teacher assistants.

The first in-service meeting for the teacher assistants will take place on September 19, 1972. The principal will conduct it beginning with a welcome and introductions. All the participants will have a handbook which the principal will discuss with them. An explanation of the administrative bulletin, which contains the information about school policies and procedures, health requirements: TB test and chest x-ray, plus fire and emergency drill information, will be given at this time.

Also on the agenda will be an explanation of the procedures to follow if the teacher assistant is not able to come at her assigned time.

The principal will then proceed with a discussion of the remainder of the handbook encouraging questions and comments as she proceeds.

At the end of the meeting the participants will receive a calendar of school events and the days of vacation plus a calendar of dates for future in-service meetings. A tour of the school facilities will then be conducted.

At a later date there will be an opportunity for the teachers and teacher assistants to meet on a social level.

Projected in-service meetings for teachers will include a presentation and discussion of Dr. John C. Manning's Video-Tapes. Dr. Manning is a Professor in Reading at the University of Minnesota. The writer has arranged for the tapes to be viewed in the following order: General Nature of Reading Disability, September 26, 1972; Oral Reading for Diagnosis, October 10, 1972; Planned Work for Reading Problems, October 24, 1972; and Classroom Practice in Reading, November 7, 1972. (Appendix H, pp. 141-142)

Although Dr. Manning's tapes will be a basic introduction into reading techniques, it seems advisable to give an additional presentation on word attack skills. An instructor from Mercy College of Detroit will give her insight into this area and be available for questions and discussion.

This in-service will assist the teachers in diagnosing the weaknesses of the students and in prescribing activities for the teacher assistant to perform.

Research stresses the importance of the teacher assistant reinforcing the teacher's instruction. It is,

therefore, essential for the teacher assistant to understand the philosophy and methods of the existing reading program. In order to accomplish this, in October the consultant of the Ginn 360 Company for Michigan will explain the basal program.

There will also be other educational opportunities for both the teacher and teacher assistant together.

One meeting will be on perception which is an important aspect in reading readiness. The writer feels that an understanding of this area would be advantageous. The speaker has done graduate research in this field and will enumerate some of the signs of poor perception along with giving some practical suggestions of developmental activities that can be used by the teacher assistant.

One point that authors stress frequently is the relationship between a good self-concept and the child's ability to read. They believe that we must attend to the psychological side of the child if our efforts are going to meet with success. The teacher assistant working in this one-to-one relationship is in an excellent position to help the student.

A social worker will be at another in-service meeting to explain the meaning of the self-concept and relate some positive and negative reinforcements of it.

Other in-service opportunities may develop throughout the year either at the school or sponsored by local colleges. Besides formal meetings the coordinator of the teacher assistants will be available as a resource person. Books and materials will also be provided for the on-going education of the teacher assistants.

Evaluation is an essential aspect of a well functioning program and will be conducted monthly by separate meetings for the teachers and teacher assistants. The advantages and weaknesses of the program will be noted at this time along with suggestions for future implementation.

Every other month both groups will also meet together to share their ideas and in-sights with the coordinator acting as the liaison between the two groups.

Utilization

If we hold that the child is the principle focus of the Teacher Assistant program it seems reasonable to begin by giving the teacher assistant a tool whereby she can become better acquainted with the individual child. One means of doing this is through each child's results of William Kottmeyer's interest inventory which the teacher will share with the teacher assistant. (See Appendix I, pp. 144-145.)

Once the child's interests are perceived, the next step is to discover his weaknesses so the situation can be remedied.

Many deficiencies in reading can be recognized by teacher observation and teacher-made tests, but besides these methods the Stanford Diagnostic Reading Test will be administered to the students from grades three to six to pinpoint specific areas of weakness.

The writer has organized a file in which the teacher assistant can locate reinforcement activities to supplement the teacher's instruction. The file is divided into the following areas: auditory and visual discrimination, sight vocabulary, phonetic analysis, structural analysis, comprehension, oral reading, and independent reading activities. The cards note the skill to be mastered, materials and directions for constructing visual aids related to the activities, and a description of the activity.

The teacher assistant will fill in the child's comment sheet following each activity indicating the date, skill activity, and personal comments. This will be a means of keeping the classroom teacher informed of the progress of the individual student. (See Appendix I, page 146)

The teacher assistant will also guide groups and individuals in the use of Scott, Foresman Word Puzzles and SRA reading labs.

The Ginn 360 reading program will be reinforced by the use of flash cards and other sight word techniques for those who have not mastered the vocabulary.

The program will also be supplemented by the tapes, Audio Reading Progress Laboratory-Level I, II and III from the Educational Progress Corporation. These will be used with earphones in the learning center. A Correlation Chart shows their relationship to specific pages in the books from Level Two to Level Ten in the Ginn 360 program. After the teacher presents the lesson in the reader, the teacher assistant can use the corresponding tapes with small groups in the learning center.

The Scott, Foresman Company's Invitations to Personal Reading Program sets A and B for grades one and two have been adopted this year for reading enrichment. Each set consists of twenty-five children's books which have been selected for their literary quality and appeal to children.

The teacher assistants will guide the child in the selection of an appropriate book plus conduct individual conferences on the book, assist with the recording of books in the child's reading record book, and guide the child in the suggested creative follow-up activities.

A method for the utilization of supplementary readers has also been organized to carry over reading instruction into the home.

The basal texts in the school which are no longer used as the basic text were categorized according to reading level. (See Appendix I, page 147) After the teacher has identified the reading level of the child, he will receive a corresponding book. It will be sent home with a supplementary book form for the parents to fill out at the completion of the book. (See Appendix I, page 148) The teacher assistant's task will be to take charge of book returns, assist the child in locating another book on his level, and record the title of the book on his individual recording sheet.

These are only a sampling of the numerous ways that a teacher assistant can be a valuable asset in a school. The activities included in Chapter Two will also be developed plus many more which will be an outgrowth of the creativity of the teachers and teacher assistant.

Evaluation of the teacher assistants and the entire program is an essential part of the project. The writer feels that the method of evaluation and the form that will be used should be devised by the faculty and correspond to the goals that they formulated at the beginning of the program.

It seems fitting to end this chapter with a quote from Mrs. Nixon's letter.

The benefit of this service is not only to the child and the classroom teacher, but to the volunteer as well. I have long felt that there can be no substitute for the joy and self-fulfillment which the volunteer derives from giving of herself to those who need her so much.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This study was undertaken to examine the literature from the late 60's to the present time on the utilization of paraprofessionals in the schools. The information was to serve as a background from which to organize a program for the use of teacher assistants at the St. Joseph, Howell, Michigan School.

In the review of the literature various paraprofessional programs were discussed. Recruitment, preparation, utilization, and legal and teacher association implications were the specific areas that were developed.

A proposed program was then established for St. Joseph School as follows: recruitment procedures including the writing of a bulletin; preparation involving the organization of a handbook and development of a projected in-service program; and utilization of teacher assistants employing existing facilities and materials.

Conclusions

The writer found that the existence of paraprofessional programs is expanding along with the literature

regarding it. As this literature was reviewed, a problem in the area of the paid paraprofessional became evident. With the dissatisfaction of some with their present wages may develop an attitude of more interest in money than in the child they are to serve thus defeating the principle focus of the program.

Suggestions for Further Research

It was discovered that most research dealing with paraprofessional programs has involved reinforcement rather than enrichment activities. Research related to specific enrichment programs would seem valuable along with organizing and preparing personnel to work in this type of project.

Another aspect for research would be a study of the human element and some of the interpersonal relationship problems that have arisen due to professional teachers and non-professionals working together. An in-service plan for the specific purpose of improving communications and acceptance would be an important contribution to the educational scene.

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Books

- Bowman, Garda W. and Klopff, Gordon J. New Careers and Roles In the American School. New York: Bank Street College of Education, 1968.
- Carroll, Herbert A. Mental Hygiene the Dynamics of Adjustment. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1957.
- de Zafra, Carlos Jr. 62 Suggestions to Improve Classroom Discipline. West Orange, N.J.: The Economics Press Inc., 1968.
- Ferver, Jack, ed. Teacher Aides Handbook for Instructors and Administrators. Madison, Wisconsin: Regents of the University of Wisconsin, 1968.
- Good, Carter V., ed. Dictionary of Education. New York: McGraw-Hill Book Co., Inc., 1959.
- Gudridge, Beatrice. Paraprofessionals in Schools: How New Careerists Bolster Education. Washington D.C.: National School Public Relations Association, 1972.
- Kottmeyer, William. Teacher's Guide to Remedial Reading. St. Louis: Webster Publishing Co., 1959.
- Noar, Gertrude. Teacher Aides at Work. Washington, D.C.: National Education Association of the United States, 1967.
- Perkins, Dr. Bryce. Getting Better Results from Substitutes, Teacher Aides, and Volunteers. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1966.
- Rauch, Sidney J., ed. Handbook for the Volunteer Tutor. Newark, Delaware: International Reading Association, 1969.

- Schoeller, Arthur W., ed. Problems, Pitfalls, and Prescriptions for Volunteer Reading Tutoring Programs. Milwaukee, Wisconsin: University of Milwaukee Press, 1968.
- Shank, Paul C. and McElroy, Wayne. The Paraprofessionals. Midland, Michigan: Pendell Publishing Co., 1970.
- Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. New York: Teachers College, Columbia University Press, 1965.
- Sunderlin, Sylvia, assoc. ed. Aides to Teachers and Children. Washington, D.C.: Association for Childhood Education International, 1968.
- Walsh, Mrs. John and Devine, Sister Marietta, Compiler. What's Happening: Santa Rosa Teacher-Aide Program. Dayton, Ohio: Pflaum Publ., 1969.
- Wielgat, Jeanne. What's Happening: An Effective Teacher-Aide Program. Dayton, Ohio: Pflaum Pub., 1969.

Periodicals

- Barretta, Shirley. "Self-Concept Development in the Reading Program," The Reading Teacher, XXIV (December, 1970), 232-38.
- Bazeli, Frank P. "Organization and Training of Paraprofessionals," Clearing House, XLIV (December, 1969), 206-9.
- Branick, John J. "How to Train and Use Teacher Aides," Phi Delta Kappan, XLVIII (October, 1966), 61.
- Brunner, Catherine. "A Lap to Sit On, and So Much More," Childhood Education, XLIII (September, 1966), 20-23.
- Cowan, Emory. "Mothers in the Classroom," Psychology Today, III (December, 1969), 36-39.
- Criscuolo, Nicholas Paul. "Training Tutors Effectively," The Reading Teacher, XXV (November, 1971), 157-59.
- Grayson, Jan. "Teacher Aide: Mother," Elementary School Journal, LXII (December, 1961), 134-38.
- Herman, Wayne L. "Teacher Aides: How They Can Be of Real Help," Grade Teacher, LXXXIV (February, 1967), 103, 168.

- McCleary, Emily Knott. "Report of Results of Tutorial Reading Project," The Reading Teacher, XXIV (March, 1971), 556-59.
- Pino, Edward C. "Teachers' Aides Are In," Grade Teacher, LXXXIII (May-June, 1966), 183-85.
- _____. "Memo-Re: Executive Tutoring," Reading News-report, V (April, 1971), 10-14.
- _____. "Tutoring: It Works," Reading Newsreport, V (February, 1971), 11-15.
- Schoeller, Arthur W. and Pearson, David A. "Better Reading Through Volunteer Reading Tutors," The Reading Teacher, XXIII (April, 1970), 625-30, 636.
- Vellutino, Frank R. and Connolly, Christopher. "The Training of Paraprofessionals as Remedial Reading Assistants in an Inner-City School," The Reading Teacher, XXIV (March, 1971), 506-512.
- Weisz, Vera C. "Becoming a Teacher Aide for Young Children," Childhood Education, XLIV (December, 1967), 256-57.
- Zuckerman, Susan. "Interview Dale Parnell," Reading News-report, V (April, 1971), 4-9.

Unpublished Materials

- Adams, Vivian, Burke, Barbara, Ross, Francis, and Thoburn, Tina. "Methods and Skills -- What Do Volunteers Need to Know?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Allen, James E. Jr. "The Right to Read: The Role of the Volunteer." Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Bede, Howard, Potts, Nathaniel, and Tanck, James. "Recruitment--Who Participates?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.

- Camp, Bonnie. "Reading Disabilities--Can Volunteers Help Children with Reading Disabilities?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Dauzat, Sam V. "Effective Utilization of Paraprofessionals in the Reading Program," Paper presented at the I.R.A. convention, Detroit, Michigan, May, 1972.
- Davies, Don. "Volunteers: New Wave for the 70's." Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Davis, Sarah, Perez, Felipe, and Handelsman, Gene. "Citizens as Volunteers--Who Volunteers and Why?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Dennard, Cleveland L. "Training for Volunteers Who Is Responsible?" Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Ducoll, Dennis, Locke, Robert, Nathan, Cynthia, Smith, William, and Steinhilber, August. "Funding--Who Pays for Volunteers?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Ellson, Douglas, Freeman, Mildred, O'Neil, Cecelia, and Spaulding, Robin. "Training to Teach Reading--What Do Teachers and Volunteers Need?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Farmer, Ruthe. "Is There a Role for Volunteers in the Right to Read Effort?" Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.

- Jackson, Katherine C. "The Role of the Volunteer in Utilizing Methods and Materials." Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Jewett, Arno and Tate, Binnie. "Materials--What Materials Do Volunteers Need?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- McCoy, Rhody A. "The Role of the Volunteer," Address presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Pope, Lillie. "Blueprint for a Successful Paraprofessional Tutorial Program." Paper presented at the meeting of the American Orthopsychiatric Association, San Francisco, California, March 25, 1970.
- Quill, Jeanne. "The Volunteer In the Early Childhood Classroom." Address given at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- Rauch, Sidney J. "Using Paraprofessionals as Reading Aides." Paper presented at the I.R.A. conference, Anaheim, California, May 6-9, 1970.
- Shalen, Marcia. "Administration--How Are Volunteer Programs Run?" Panel presented at the proceedings of the Right to Read: The Role of the Volunteer, sponsored by the Washington Technical Institute, Washington, D.C., March, 1970.
- _____. Teacher Aide Program. Madison, Wisconsin Public Schools, 1966-67.
- Class notes from Sr. Bernadette Kalscheur. Chairman of the Education Department, Alverno College, Milwaukee, Wisconsin

APPENDIX A

NEED

THE WHITE HOUSE

WASHINGTON

March 23, 1970

Dear Miss Watson,

It is a pleasure to greet the members of the conference on "The Role of the Volunteer in the Right to Read Program." I am delighted to know of the interest which this program has attracted. It is the hope of those of us working with this project that through it, our nation's children and adults will no longer be denied an opportunity to acquire reading skill. There can be no substitute for this vital ability in a society such as ours, and for this reason reading can no longer be considered a privilege but a right.

Both the teachers of children with reading difficulties and the children themselves can benefit tremendously from the personal assistance of the volunteer who gives of his or her time on a one-to-one basis with the aim of helping that child to the self-confidence and satisfaction which comes with the reading skill. Often, what the child needs most gravely, is the special attention which the teacher, with responsibility for an entire class, has not been able to give him.

The benefit of this service is not only to the child and the classroom teacher, but to the volunteer as well. I have long felt that there can be no substitute for the joy and self-fulfillment which the volunteer derives from giving of herself to those who need her so much.

This conference will bring the specific needs of children with reading difficulties into focus and suggest the means by which these needs may be met. There are new teaching methods which can help the volunteer to be more effective. Combining these new techniques with the great desire to be of service which so many women have, will bring joyful results and great strides ahead in the national "Right to Read" effort.

Sincerely,

Leticia Wilson

Miss Grace E. Watson
Conference Director
The Right to Read: The Role of the Volunteer
Washington Technical Institute
4106 Connecticut Avenue, N.W.
Washington, D. C. 20008

APPENDIX B
COLLEGE PROGRAMS

TEACHER AIDE PROGRAM
Alverno College

RATIONALE:

Educators today are being asked more than ever for "accountability" in the expenditure both of funds and of human potential. Federal funding on a scale new to this decade, has made the nation as a whole more aware of education. Educators have been criticized more severely than in any other generation and are being told quite bluntly that our present system "isn't working."

Some attempts are being made to answer the charge of not being "accountable". One of these responses has resulted in differentiated teaching assignments. Instead of looking at school personnel primarily in terms of principals and teachers we now have, in addition, team leaders, unit leaders, paraprofessionals, co-teachers and teacher aides. Educators are also experimenting with the unitized school system and non-grading which by their very nature demand differentiated roles.

The primary purpose of the teacher aide is to relieve the professional staff of non-teaching duties: "Free the teacher to teach." She is to be supportive of the competent teacher, to enrich communication in the community, and to reinforce or enrich both the cognitive and effective learning of the children. Because they can work with children on an individual basis they can contribute both to the personal and intellectual needs of each child. Because they generally come from the local community in which they live, teacher aides are invaluable in interpreting the goals of the school to the community and also re-emphasizing the goals and desires of the community for its schools.

The teacher aide program is easily adaptable in any school in which its teachers and the principal are vitally concerned about the primary purpose of a school, namely, to help children grow into full human beings. In addition it contributes to the growth of the parent participating in

the program. In fact, it involves the parents in their primary role of "first teacher" in a very special way.

DEVELOPMENT:

1. To meet the need of preparing personnel for one of the differentiated roles noted above, namely, that of the teacher aide, which was to form a vital part of the unitized organization of the school at Walker Point Elementary School in 1969, we initiated our first Teacher Aide Preparation course in February, 1969. Since then, six other training programs have been conducted:

Summer, 1969 at Alverno College

September, 1969 at Holy Redeemer School

February, 1970 at Harambee School (Government funded)

Walker Point Elementary
School (Government funded)

Blessed Sacrament School

Summer, 1970 at Alverno College

Two new programs will be conducted during the coming year:

September, 1970 at St. Jude School

February, 1971 at Holy Ghost School

2. The programs attracted enrollments ranging from 35 to 60 members. Starting in February of 1970 it was possible to earn one or two college credits for the course.
3. The content of each training program consists of the following: techniques of tutoring in reading, spelling and math; growth and development of the child; children's literature; school discipline and control; and speech development. The one pre-requisite for the course is a desire to work with children and the ability to relate well with them.
4. Various members of the Alverno faculty along with teachers and teacher aides from local schools participated in a very vital manner.

5. Two fringe benefits of the program over and beyond the fact that the person taking the course feels more competent in acting as a teacher aide are the fact that they have a better understanding of the problems faced by their own children in school and many are motivated to go on to college and secure either a paraprofessional status or a teaching degree.

PARAPROFESSIONALS
Concordia College

- I. INTRODUCTION
- II. BASIC OBJECTIVES
 - A. To improve classroom instruction by direct assistance to the teacher.
 - B. To provide "first hand" experience for the future teacher who is presently preparing for the profession.
- III. OVERVIEW OF THE PROGRAM
- IV. BASIC PRINCIPLES INVOLVED
 - A. Full authority over paraprofessionals lies with the college.
 - B. Full coordination of the program rests with the District Office and College (or their appointed representatives).
 - C. Full local authority and paraprofessional involvement rests with the local principal of the participating schools.
 - D. No financial transactions are involved.
 - E. All service is rendered locally (no homework or weekend assignments and/or duties . . . unless volunteered for by paraprofessionals and then under the direct sanction of the local principal with college having full knowledge.)
 - F. Participating schools, paraprofessionals, and teacher can be eliminated from the program by violating standards established (decision rests with the Coordinating Committee).
 - G. Ideal candidates are college sophomores and volunteers from the Lutheran community who have taken preparatory training program.

V. PLANNING COMMITTEE

- A. District Superintendent of Schools
- B. College President and Academic Dean
(either or both)
- C. Principal from District B.P.E.
- D. Principal from inner city
- E. Principal from outer city
- F. Parent (?)
- G. Student (?)

VI. COORDINATING COMMITTEE

- A. District Superintendent or Representative
- B. Academic Dean or Representative

-
- C. Teacher representative of primary
grades (w/exp. & supervisory
ability).
 - D. Teacher representative of Int.Grades
(" " " ")
 - E. Teacher representative of Upper Grades
(" " " ")
- C. D. E. -- Appointed by Dist. BPE and
approved by participating school
principals.

-
- F. Principal - inner city
 - G. Principal - outer city
- F. G. -- Appointed by BPE and approved by
participating school principals.
-

H. Pastor -- Appointed and approved by
District BPE.

I. Parent - inner city

J. Parent - outer city

I. J. -- Appointed and Approved by
District BPE.

K. College training Department Head

L. College Student Advisor

K. L. -- Appointed by College President
and/or Academic Dean

VII. STEPS TO FOLLOW IN INAUGURATING THE PROGRAM

- A. Instigated by District Superintendent and the College President..... Winter, 1970
- B. Upon agreement by both the Superintendent and President, appoint the Planning Committee and hold sufficient meetings..... March, 1970
- C. Introduce to the Potential Participating School and District BPE..... May, 1970
- D. Analyze the Response of the Potential Participating Schools and the BPE by the Planning Committee..... July, 1970
- E. If positive, select the Coordinating Committee and begin meeting..... August, 1970
- F. Decision and Design of Basic Format by the Coordinating Committee..... Fall, 1970
- G. Presentation of Proposal to District BPE, College, and Participating Schools..... Fall, 1970

- | | | |
|----|--|-----------------------|
| H. | College Designs (with Dist. Supt. advisement) Training Program and/or Course of Preparation..... | Fall, 1970 |
| I. | Inauguration of the Program on a Pilot Basis..... | 2nd Semester
70-71 |
| J. | Refinements made..... | Summer, 1971 |
| K. | Full Activation of Program..... | Fall, 1971 |
-

VIII. BENEFITS OF THE PROGRAM

- A. Improved classroom instruction
- B. First hand experience by prep-students
- C. The college serving (really serving) the community
- D. Early identification of bona fide teacher candidates (a screening technique)
- E. Possibility of students working with principals in the development of administrative candidates (a great need for this)
- F. Concordia College Public Relations
- G. The concept of "serving while preparing" is a direction in teacher training
- H. Concordia Recruitment through students in the schools
- I. Eventually serving the public school is a desirable outcome
- J. A closer relationship would be developed between Concordia College and the Lutheran elementary schools
- K. The possibility of a similar program for pastoral candidates would be likely
- L.
- M.
- N.

PARAPROFESSIONALS
Concordia College

SUPERVISORS EVALUATION SHEET

How did you perceive your paraprofessional?

ATTITUDE (check one) Observable behavior in your student.

Highly motivated	Controlled	Apathetic
Warmly affiliative	Vacillating	Cool & Objective
Responsible	Relatively faithful	Unreliable
Responsive & cooperative	Neutral	Resistant
Initiative & creativity	Accommodating	Dependent & Unimaginative

APPEARANCE (check one) How did the student present self?

Well groomed, neat	1	2	3	4	5	Unprofessional
Cheerful, positive	1	2	3	4	5	Negative bordering on hostile

RELATIONSHIP (check one) With assigned pupils and other co-workers

Helpful, nurturing	1	2	3	4	5	Time serving
Person-centered	1	2	3	4	5	Task centered

Summarize in a few words your feeling about the student; whether he/she grew in professional attitudes and skills; whether your fine contribution to this emerging teacher also provided help for you in discharging your duties.

Do you have suggestions whereby Concordia could improve its services to you and/or the student?

Name of student evaluated _____
Supervisor _____

PARAPROFESSIONALS
Concordia College

STUDENT EVALUATION OF PARAPROFESSIONAL EXPERIENCE

POSSIBLE BENEFITS (check one)

1. The activities provided for me as a paraprofessional were:

Explained and then left to my initiative	1	2	3	4	5	Detailed and limited with little autonomy
Challenging and interesting	1	2	3	4	5	Routine and uninteresting
Very satisfying and informative	1	2	3	4	5	Frustrating and non-relevant

2. My problems and needs as a learner were:

Respected and dealt with understandingly	1	2	3	4	5	Ignored or dealt with only minimally
Encouraged a personal interview related to any problem or need	1	2	3	4	5	Permitted to drift with little supervisory interest

RELATIONSHIP WITH CLASSROOM ACTIVITY AND CONCORDIA COLLEGE

1. Were the assignments appropriate to your interests and strengths?

Yes No

2. Was there a relationship between your activities and classroom experience (lecture, movies, filmstrips, discussion)?

Yes No

3. What suggestions would you have to improve the experience provided for you as a paraprofessional relating to preparation for the experience, the school setting, the principal and supervisor who welcomed and directed you?

Student evaluator _____

APPENDIX C

PREPARATION

University of Wisconsin-Milwaukee
Reading Clinic

Volunteer Reading Tutoring Program
General Outline

Session 1 -

First Hour: Introduction

Overview of purpose of the training sessions-
discuss program

Role of the TUTOR in the Program - Who - What

Role of the TUTEE in the Program - Who - Needs

First Meeting - Getting to Know You

Second Hour: Introduction to the Language-Experience
Approach Objectives

Demonstrate development of a language-
experience story using guidelines on
"ditto" sheet - Develop a story together

Relate this approach to development of
other language skills, outlining materials
that can be used as stimuli to begin story.

Apply this to the first meeting referred
to at the end of the first hour as a
possible activity.

Session 2 -

First Hour: Review use of language-experience approach
in reading development

Demonstrate the McKee Chart to explain
what the reading process involves and as
an introduction to skills needed for
reading

Developing Sight Words and Vocabulary
Demonstrate devices used to build vocabu-
lary games, flashcards, word wheels, pic-
ture cards, etc. (Stress homemade materials)

Second Hour: Developing Word-Attack Skills
Context Clues - Structural Analysis -
Dictionary Skills - Phonic Skills

Developing Comprehension Skills

Developing Oral Reading Skills
Examples of uses, etc.

Session 3

First Hour: Review each skill area discussed in previous session and answer any questions that may arise after considering the various methods presented to the group. Allow for group to suggest ideas that have helped them.

Discuss the nature of a disabled reader and begin to enumerate the types of errors that can be or are made by the readers.

Present informal reading inventory - and 15 Basic Skills Test

Second Hour: Continue discussion using many examples, possibly a tape recording showing errors that are made

Demonstrate ways of detecting types of oral reading errors using simple marking systems.

Checklist to be used in observation of child to provide a basis to evaluate and build upon skills which need help.

SUMMARIZE

PHILADELPHIA PUBLIC SCHOOLS
Volunteer Training Program

SCHOOL VOLUNTEERS - TRAINING SESSIONS

SESSION ONE

I. Overview of the Volunteer Program

- A. Basic philosophy of the Volunteer Program
 - 1. Purpose of the program
 - 2. Role of the Volunteer
 - 3. Attitude of the Volunteer
- B. Administrative Procedures
 - 1. Assignment of Volunteer
 - 2. Hours Volunteer will work
 - 3. School schedules and regulations
 - 4. Location and availability of curriculum materials
 - 5. Record keeping by the Volunteer
 - 6. Relationship with Volunteer Chairman
 - 7. Relationship with School Personnel
- C. Curriculum Areas
 - 1. Language Arts
 - 2. Mathematics

II. Basic Principles of the Language Arts Program

- A. Objectives of the Language Arts Program
- B. Sequence of language development
 - 1. Listening
 - 2. Speaking
 - 3. Reading
 - 4. Writing

- C. Nature of the Reader
- D. Reasons for Reading difficulties
- E. An Adventure in First Grade Reading

SESSION TWO

- I. Suggested Approaches to Reading for Volunteer's Use
 - A. Working with Reading Materials in Books
 - 1. Discuss areas to be covered
 - a. Readiness
 - b. Guided silent reading with comprehension check (Explain varied types of questions which may be used to check comprehension)
 - (1) Factual
 - (2) Inferential
 - (3) Vocabulary
 - (4) Experiential
 - c. Re-reading - silent and/or oral (with a purpose)
 - d. Skill development AND practice (games, puzzles, workbooks, etc.)
 - e. Enrichment activities
 - (1) Added ideas and information about the topic
 - (2) Literature - classic and contemporary
 - 2. Workshop (Use workshop material in kit)
 - a. Use reading selections for discussion and illustration of varied type questions
 - b. Have volunteers practice working with reading material
 - B. Using Children's Language as Reading Material (Language Experience Approach)
 - 1. Discuss a picture, object, film, book, TV program, etc.

2. Record student's ideas about the experience in one of the following ways:
 - a. List
 - b. Sentence
 - c. Paragraph
 - d. Outline
3. Use recorded ideas for reading Examples
 - a. Have child read the selection line by line. If necessary, read each line to the child first, then let child read it after you. Proceed until the selection is finished.
 - b. Ask questions about the selection
 - c. Make flash cards of the words in the selection
 - d. Use the flash cards for games and activities

II. Current Approaches to the Teaching of Reading

(Optional. This material may be discussed if questions are asked. Give a brief description of each method illustrating the distinguishing characteristics. Transparencies illustrating them are available.)

- A. Linguistics
- B. Programmed Reading
- C. I. T. A. (Initial Teaching Alphabet)
- D. Words in Color

SESSION THREE

Meeting the Student: Continued Reading Help

I. Reading Help in Skills Areas

- A. Alphabet Study - activities for learning and strengthening knowledge of letters of the alphabet

B. Sight Vocabulary - activities for stimulating and reinforcing learning of basic sight words

C. Word Recognition - activities and games to strengthen ability in

1. Use of picture clues

2. Use of context clues

John went fishing in the _____.
(Let volunteers suggest appropriate words.)

Show how phonics would help children decide which word is correct.

3. Use of Context and Phonics

John went fishing in the s_____.
John went fishing in the s_____m.
John went fishing in the stre_____m.

4. Phonics - (Use phonics booklet and phonetic analysis skill sheet in Kit)

Illustrate how to teach sound using concrete objects, pictures and follow-up activities, including games and/or puzzles.

5. Structural Analysis (Refer to items on structural analysis skills sheet)
Illustrate

D. Comprehension skills - refer briefly to sheet on comprehension in kit

E. Study Skills

Discuss important activities to strengthen basic skills needed

F. Appreciation Skills

II. Getting Acquainted with Pupil

A. Introduction

B. Determining interests and talents

C. Determining skills and abilities
(use Interest Inventory)

1. Alphabet Check
2. Dolch Basic Sight Vocabulary List
3. Phonics Inventory
4. Oral Reading Check - make note of difficulties

III. Demonstration with child (if possible)

SESSION FOUR In-Service

(To be held about four to six weeks after volunteers have begun working with children)

I. Sharing Experiences of Volunteer Service

- A. Experiences with pupils
- B. Experiences with staff

II. Question and Answer Period

- A. Discussion of pupils' specific needs
- B. Presentation of suggested techniques for meeting individual needs

III. Presentation of Informal Materials for Volunteers' Use

- A. Discussion
- B. Examination of materials by volunteers
 1. Games and puzzles
 2. Books
 3. Magazines, etc.

PARAPROFESSIONAL TRAINING PROGRAM
Sidney Rauch

A suggested listing of basic topics follows:

1. The role of paraprofessionals as reading aides
 - a. Responsibilities as a working member of school-community team
 - b. Relationship with classroom teachers
 - c. Establishing rapport with students
 - d. Expectations and limitations of auxiliary personnel
2. The nature of the reading process
 - a. Definitions of reading
 - b. Reading as a language art
 - c. Reading as basic to education
3. Why pupils fail in reading
 - a. Social and emotional factors
 - b. Intellectual factors
 - c. Physical factors
 - d. Educational factors
4. Reading jobs of the paraprofessional
 - a. Use of games, workbooks, basal readers, etc.
 - b. Using audio-visual materials in the classroom
 - c. Demonstrations of classroom activities
 - d. Analysis of audio-video tapes

5. The fundamentals of reading
 - a. Word recognition skills
 - b. Basic comprehension skills
6. Encouraging personal and recreational reading
 - a. Methods and materials for motivating students
 - b. Working knowledge of some basic "high-interest, low-vocabulary" books
 - c. Story-telling techniques
 - d. Reading interests of young children and adolescents
 - e. Ways of reporting on books
7. Classroom organization
 - a. Principles of grouping
 - b. Types of grouping
 - c. Individualizing instruction
8. Case studies and conferences
 - a. Children who require special help and why
 - b. Practices and techniques that have proven helpful

APPENDIX D
EVALUATION

FREMONT, CALIFORNIA

ESEA TITLE I

Instructional Aide Evaluation Form

In Fremont, California, the resource teacher and principal make monthly observations of the aides, and the teacher and resource teacher formally evaluate the aide once a year. But informal evaluation is really continuous because of the many staff meetings and in-service workshops at Fremont. There is also a performance evaluation form to be submitted to the personnel department at the district level as salary increases are due.

Samples of Fremont's aide evaluation form to be filled in by teachers and of the form for the personnel department follow:

ESEA TITLE I

Instructional Aide Evaluation Form

I. Commitment to Total Program

Shows interest and enthusiasm in work
Is willing to put in essential time
and effort
Is punctual
Attends regularly
Willingly accepts and carries out
assignments
Performs routine tasks efficiently

O	S	NI	NO

II. Responsiveness to Pupils' Needs

Interacts positively with the pupils
Is aware of facts of child develop-
ment
Shows concern for pupils' health &
safety
Accepts individual differences in
pupils
Shows resourcefulness in helping
provide enriching experiences for
pupils
Is helpful in encouraging pupils to
take part, ask questions & communi-
cate in many ways.

O	S	NI	NO

III. Instruction

Is competent in reinforcement of skills
 Is able to work with small groups in instruction
 Can present lessons
 Completes work in scheduled time
 Demonstrates initiative & resourcefulness in performing assigned tasks

O	S	NI	NO

IV. Staff Relationships

Accepts guidance & suggestions from resource personnel
 Demonstrates loyalty to the teacher & the school
 Has a friendly working relationship with other aides
 Is a cooperative team member

O	S	NI	NO

V. Personal Characteristics

Is well groomed & appropriately dressed
 Uses acceptable English in a clear & pleasant voice
 Has good physical health
 Shows evidence of professional growth

O	S	NI	NO

CODE: O - Outstanding NI - Needs Improvement
 S - Satisfactory NO - No Opportunity to Observe

Classroom Teacher _____
 Signature

COMMENTS:

Resource Teacher _____
 Signature

COMMENTS:

Instructional Aide _____
 Signature

COMMENTS:

Date _____

Beatrice M. Gudridge, Paraprofessionals in Schools:
How New Careerists Bolster Education. (Washington D.C.:
 National School Public Relations Association, 1972), pp.32-33.

WILMINGTON, DELAWARE

YEARLY EVALUATION OF AIDES

Wilmington, Delaware, schools conduct a yearly evaluation of aides by the teachers with whom they work. They use this form:

YEARLY EVALUATION OF AIDES

Reading Improvement Program

School:

Teacher's Name:

Name of Aide:

1. Has your aide helped to improve the reading skills of your class?

Yes_____ No_____

Comment:

2. Do you feel that the climate for learning has been improved by the services of an aide?

Yes_____ No_____

Comment:

3. Has there been any evidence of changes in your pupils as a result of having the services of an aide?

Yes_____ No_____

Comment:

4. Have you been able to devote more time to pupils who need individual help since you have had an aide?

Yes_____ No_____

Comment:

5. Does the aide have good rapport with the children?

Yes_____ No_____

Comment:

6. Has your aide shown any initiative in helping in the classroom?

Yes_____ No_____

Comment:

7. To what extent has your aide increased your efficiency as a teacher in relation to: (a) planning; (b) in relation to the pupils; (c) in relation to your professional growth?
8. In what areas was she most helpful?
9. What skills or techniques were most useful in her work?
10. In what areas was she of least help?
11. What additional skills do you think she should possess?
12. Please comment on any personal qualities which have hampered the effectiveness of your aide.
13. Should your aide be encouraged to continue in the program?
Yes_____ No_____
- Comment:
14. What suggestions do you have to improve the aide's efficiency?

Beatrice M. Gudridge, Paraprofessionals in Schools:
How New Careerists Bolster Education (Washington, D.C.:
National School Public Relations Association, 1972), p. 34.

MADISON PUBLIC SCHOOLS

TEACHER EVALUATION OF AIDES

1. Have you been able to devote more time to pupils who need individual help since you have had an aide?

Yes _____ No _____

Comment:

2. Do you feel the climate for learning has been improved through the services of an aide?

Yes _____ No _____

Comment:

3. Has there been any evidence of changes in your pupils (attitudes, self-concept, achievement, etc.) as a result of having the services of an aide?

Yes _____ No _____

Comment:

4. If your aide has assisted in the reading program, do you feel she has helped to improve reading skills of pupils?

Yes _____ No _____

Comment:

5. Does the aide have good rapport with the class?

Yes _____ No _____

Comment:

6. Do you feel that you have had to spend a great deal of time instructing the aide?

Yes _____ No _____

About how much time do you spend daily?

7. Has the aide shown any initiative in helping in the classroom?

Yes _____ No _____

If so, how?

8. In what areas was the aide most helpful?

Least helpful?

9. What skills or techniques used by the aide were most helpful?

10. Would you like to have the services of an aide for another year?

Yes _____ No _____

Comment:

11. What would you suggest as additional training?

Teacher Aide Program, Madison Public Schools, Second Semester, 1966-67 (compiled by a committee).

ALVERNO COLLEGE - MILWAUKEE, WISCONSIN

QUESTIONS FOR ORIENTATION PERIOD OF THE
TEACHER AIDE PROGRAM

Questions to which the teacher aide might address herself:

1. What types of activities did you engage in as a teacher aide?
2. Which activities did you most enjoy?
3. What did you learn about children in working as a teacher aide?
4. Do you think the teacher aide program has done anything for the parents?
5. What specific types of preparation do you wish you would have had before becoming a teacher aide?
6. What motivated you to become a teacher aide?
7. Has being a teacher aide helped you in any way as a person?

Questions to which the teacher who works with a teacher aide might address herself:

1. What effect has having a teacher aide had upon the instructional program for your class?
2. Have you been able to devote more time to pupils who need individual help since you have an aide?
3. Do you feel the climate for learning has been improved through the service of a teacher aide?
4. Do you feel you have had to spend a great deal of time instructing the aide?

5. In what areas was the aide most helpful?
6. Do you feel that employing teacher aides is in any way threatening to the professional status of teachers?
7. If you were to have a new aide in your classroom, what three competencies would you most like her to have?

I will moderate the discussion and direct the questions above to the two groups. As appropriate, I will choose questions from both sections so as to provide interaction between the aides and the classroom teachers.

Thank you.

Sister Bernadette Kalscheur
Chairman Education Department

FORM K: TEACHER - AIDE QUESTIONNAIRE I

Dear Teacher-Aide,

Would you kindly take a few minutes out of your busy schedule and answer the following questions? Those of us involved in the Teacher-Aide Program would like to evaluate the merits of our endeavors thus far. Please feel free to make any comments which will benefit those in the program.

1. Are you enjoying your work as a teacher-aide?

2. Do you feel you are making a worthwhile contribution?

3. Do you feel adequately informed by the teacher in regard to your role as a teacher-aide?

4. Do you feel you are communicating with the children assigned to you?

5. Do you have any other suggestions?

Teacher-Aide Signature (Optional)

Jeanne Wielgat, What's Happening: An Effective Teacher-Aide Program (Dayton, Ohio: Pflaum Pub., 1969), p. 42.

GUIDE QUESTIONS
TEACHER/TEACHER-AIDE CONFERENCE

FORM L

Teacher	Teacher-Aide
1. Are you satisfied with your work as a teacher-aide?	1. _____ _____ _____ _____
2. Are you satisfied with your relationship with the children assigned to you?	2. _____ _____ _____ _____
3. Are there any comments you would like to make in regard to:	3. _____ _____ _____
a. clarification of materials?	a. _____ _____
b. directions in kits?	b. _____ _____
c. directions given by the teacher?	c. _____ _____
d. responses of children?	d. _____ _____
e. structure of the program?	e. _____ _____
4. Are there any recommendations you would like to contribute to the Teacher-Aide Program?	4. _____ _____ _____ _____
5. Is the amount of time convenient for you?	5. _____ _____
6. Would you consider being a committee member in the Teacher-Aide Program?	6. _____ _____ _____

7. May we include you in Teacher-Aide Program next school year? 7. _____

8. Would you want the same grade? 8. _____

9. Would you want another grade? 9. _____

10. Would you want to work with the same group of children? 10. _____

Other comments:

PLEASE CHECK ONE:

Committee Member Yes _____ No _____

Returning Yes _____ No _____

Same Grade Yes _____ No _____

Same Children Yes _____ No _____

Jeanne Wielgat, What's Happening: An Effective Teacher-Aide Program (Dayton, Ohio: Pflaum Publ, 1969), pp. 42, 45.

SANTA ROSA TEACHER-AIDE PROGRAM

ANNUAL EVALUATION BY SCHOOL FOR DIOCESAN
TEACHER-AIDE COMMITTEE

SCHOOL _____ PRINCIPAL _____
DATE _____ TEACHER-AIDE CHAIRMAN _____

1. Involvement of personnel:

- A. Number of volunteers serving in classrooms _____
- B. Number of volunteers giving general school service _____
- C. Number of volunteers teaching special or enrichment classes _____
- D. Number of volunteers giving services to individual children or small groups outside of classroom _____
- E. Number of volunteers added to the program during the year _____
- F. Number of volunteers who dropped out of the program during the year _____
- G. Total amount of man-hours during the year _____
- H. Number of volunteers who wish to continue serving next year _____

2. Service:

- A. List the types of service the volunteers performed for the classroom teacher _____
- B. List the types of general service the volunteers performed for the school _____

- C. List the types of service that were given to individual children or small groups of children outside the classroom
- _____

3. Training and Supervision:

- A. Did members of the school staff participate in the training of volunteers?
- _____
- B. Was in-service training done through
- Individual conferences?
- Group conferences?
- Printed materials?
- _____

Mrs. John Walsh and Sister Marietta Devine, compiler,
What's Happening: Santa Rosa Teacher-Aide Program (Dayton,
Ohio: Pflaum Publ., 1959), p. 43.

APPENDIX E
LEGAL IMPLICATIONS

FLORIDA

Legal Implications

In Florida the law defined a teacher aide as "any person assigned by a school board to assist a member of the instructional staff in carrying out his instructional or professional duties and responsibilities," but it is left to the state board of education the responsibility for stipulating the tasks which teacher aides could or could not perform. The board then laid down the concept that teaching should be viewed as a "decision-making, decision-implementing process intended to promote learning." The decision-making process is the "essence of responsibility," it said. However, once the professional decisions were made, trained teacher aides could assist in their implementation. Under this general guideline, the board left the responsibility for using aides appropriately to the local school district, which was to take into account the following factors (see chart):

Summary of Factors to Consider in Selecting Tasks for Teacher Aides (Florida)

Requirements in SBE Regulations						
	Instructions in how to perform tasks provided in advance	Health Requirement	Age Requirement	Knowledge of procedures & regulations	Knowledge of instructional practices and policies	Completed supervised practice
1. Does the task assigned to the aide require any of the following professional decisions?	Teacher aides may not perform any task in which they are required to make these decisions.					
(a) determine instructional objectives						
(b) select instructional procedures						
(c) select instructional methods						
(d) evaluate pupil performance (subjectively)						
2. Is the assigned task one which does not involve interaction with pupils?		X				
3. Is the aide expected to assume responsibility for the safety & welfare of pupils?						
(a) With supervisor present	X	X	X	X		
(b) With supervisor not present	X	X	X	X		X
4. Does the assigned task require the aide to carry out activities with pupils directed toward attaining instructional objectives?						
(a) With supervisor present	X	X			X	
(b) With supervisor not present	X	X	X	X	X	X

CALIFORNIA, GEORGIA, OREGON, WYOMING

Legal Implications

California's Instructional Aide Act of 1968 also gives considerable flexibility to local administrators who want to use aides. The act defines the instructional aide as "a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgement of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher." The law also does not prescribe but leaves to the school district employer the decision as to educational qualifications for instructional aides.

The law warns, however, that instructional aides cannot be utilized to increase the number of pupils in relation to the number of classroom teachers in any school or school district.

Georgia, on the other hand, has a new licensing system for paraprofessionals and its guidelines are very specific as to their qualifications, content of training programs, classification and duties that may be performed. Districts are warned that no money may be disbursed for payment of auxiliary personnel until such personnel holds a valid license issued through teacher certification services in the Georgia State Department of Education.

Oregon requires no certificate or credential other than the high school diploma as a condition for employment as a teacher aide. It also does not list any tasks to be done by teacher aides, stating that "any arbitrary allocation (by the state board of education) of the work of the classroom to aide and teacher is unrealistic and detrimental to the best use of a differentiated staff." What is important, the statement says, is that "the teacher be established in a leadership role and the teacher aide be established in a supportive role, and that, within these role identities, they approach the work of the school free of exact and externally imposed boundaries of action."

Wyoming's guidelines state that job assignments for aides will vary from district to district, depending upon local staffing patterns and types of assistance needed. Local boards, the guidelines say, "will develop job descriptions, standards for appointment, qualifications to be met, and arrange for adequate supervision and evaluation of performance. Such procedures and regulations should be incorporated into local district policies."

Beatrice M. Gudridge, Paraprofessionals in Schools:
How New Careerists Bolster Education (Washington, D.C.:
National School Public Relations Association, 1972), p. 43.

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Legal Implications

"The Michigan Certification Code,
Chapter 2, Article IV, Section B.

Teacher Aides: Teacher Aides, classroom assistants, secretaries to instructional personnel or other para-professional personnel legally employed as non-instructional personnel need not be certificated as teachers. When such personnel are used in an instructional capacity they must hold an appropriate teaching certificate or permit issued by the State Board of Education. Certificates or permits will be issued on the recommendation of the employing official and a sponsoring institution which has been approved for the preparation of such personnel by the State Board of Education."

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
TEACHER AIDES AND THE INSTRUCTIONAL PROGRAM

The rules governing the certification of Michigan teachers require that teachers be certified.

Teacher aides are not certified.¹

Teacher aides may be assigned to (1) perform non-instructional duties, or (2) assist in instructional related activities.

Non-instructional duties:

Examples include:

- (1) Maintenance and disciplinary responsibilities in lunchrooms and on playgrounds. (Reference: Attorney General Opinion No. 3647).
- (2) Traffic control to protect children crossing streets on the way to and from school. (Reference: Attorney General Opinion No. 2610).
- (3) And many others as judged appropriate by employing school districts. (Reference: Certification Code, Rule 5 (2)).

Assistance in Instructional-Related Activities:

A teacher aide may:

- (1) Complement instruction, i.e., assist the teacher during the lesson by helping pupils who may be having difficulty in understanding or in keeping up with the class.

¹Certification Code Rule 5 (2) provides that "A teacher aide, classroom assistant, secretary to instructional personnel or other para-professional person legally employed in a non-instructional capacity need not be certificated as a teacher. . . ."

- (2) Supplement instruction, i.e., assist the teacher by working with individuals or small groups of pupils on follow-up activities specified by the teacher.
- (3) Reinforce instruction, i.e., assist the teacher by administering under supervision and direction remedial or drill activities for individuals or small groups.

The responsibility for direction and supervision of the activities of the teacher aide must always remain with a designated certificated teacher. Teacher aides may not be given full responsibility for instruction.

A certificated teacher must assign and must supervise activities performed by teacher aides, and must provide meaningful direction. For example:

- (1) A certificated teacher must be present during instructional activities each and every school day.
- (2) A certificated teacher may sometimes be temporarily absent during the school day but may not always nor even usually be absent.
- (3) A certificated teacher always must be responsible for the assigned instruction of a classroom.

Relevant statute:

Act No. 22, Public Acts of 1969, the State School Aid Act, Section 32 provides that "No district having a membership of more than 350 shall be allotted or paid any sum under the provisions of this act for the number of pupils in membership in excess of a ratio of 34 pupils in membership to 1 teacher For the purpose of this section, a teacher is defined as any employee of the school district holding a valid Michigan teacher's certificate."

APPENDIX F

RECRUITMENT

We Need You!

WHO? Anyone 17 years and older

WHY? To be a Teacher Assistant

WHERE? St. Joseph School

WHEN? Starting October 2, 1972

TIME? At your convenience

QUALIFICATIONS? High School Graduate

and

Love Children

ARE YOU INTERESTED: Read this material and return the Application form to the school office as soon as possible.



WHAT IS A TEACHER ASSISTANT?

A teacher assistant is a lay person who assists a professional teacher to perform her duties more efficiently. In no case will a teacher assistant replace a teacher.

WHY ARE YOU IMPORTANT?

Your contribution is to free the teacher from routine and nonprofessional activities that there may be opportunity to provide better instruction and better learning situations for the children in class. Directly, you make the teacher's role more manageable. Your mere presence in the school will influence many children.

You may provide individualized attention and review instruction for children.

You may provide unlimited help for the clerical and nonprofessional tasks thus making the teacher's job of teaching the basic skills more to the point.

Your purpose will be to reinforce what the teacher has taught. You can encourage both good and less competent students to develop their potentials. Your presence will increase their self-confidence and sense of importance through direct adult recognition and individual attention.

WHERE DOES YOUR RESPONSIBILITY IN A SCHOOL BEGIN AND END?

You will be working under the guidance of one or more teachers. The work you perform will be as nearly as possible non-instructional in nature. However, if you help a child with his skills, it will be a review of material learned from the teacher.

Part of your responsibility goes beyond the classroom. What you hear at planning sessions with your teacher about children's abilities and achievement should not be discussed outside that classroom unless you are in a group session with other assistants or other level teachers. Treat all information about children and families in strict confidence.

You can be assured that you will have the principal's and teacher's assistance and will not be asked to do anything that you would feel uncomfortable doing.

You may choose to be one of the following types of assistants: Clerical, Instructional, Library, Learning Center, or Supervisional.

CLERICAL ASSISTANT

1. Typing at home or in school
2. Duplicating materials
3. Recording information about children
4. Correcting papers, objective tests, and workbooks
5. Assisting in displaying children's work on bulletin boards
6. Cutting paper and patterns for art projects
7. Compiling resource materials for units of study such as pictures and articles
8. Sending for free and inexpensive materials
9. Making charts, flash cards, and educational games for reinforcing teacher instruction

INSTRUCTIONAL ASSISTANT

1. Administering tests to individual children who have been absent
2. Giving individual help in reading and math by using flash cards for drill of sight words and math combinations

3. Help with seatwork after the teacher has taught a specific skill in reading or math
4. Help in subject areas when a child has been absent
5. Working on a one-to-one ratio with children who need additional practice after the teacher has taught a specific skill
6. Spelling dictation for students needing further assistance
7. Assisting children with their compositions and other writings by helping with spelling, punctuation and grammar
8. Listening to individual children do oral reading and asking questions to check comprehension

LIBRARY ASSISTANT

1. Keeping the library in order by returning books to the shelves and keeping the cards up to date
2. Mending books
3. Processing new books
4. Checking books in and out
5. Supervising library periods by working with small groups of children in the library
 - a) Helping them select books
 - b) Listening to reports on books read
 - c) Listening to children read for enjoyment
 - d) Reading to the children
 - e) Recording the books children have read
 - f) Assisting them locate reference materials

LEARNING CENTER ASSISTANT

1. Operating machines such as tape recorders, film-strip projectors and record players
2. Supervising small groups of children in working with educational games
3. Taking down by dictation the creative stories of young students
4. Assisting with drama and enrichment with a small group of children
5. Making a tape recording of the oral reading of the children
6. Assisting with arts and crafts with teacher direction when needed
7. Tape-recording stories for the children's listening pleasure
8. Writing experience charts with small groups of young children

SUPERVISIONAL ASSISTANT

1. Supervising and assisting noon hour activities
2. Supervising activities to develop visual discrimination and fine motor coordination such as puzzles, matching exercises, stringing beads, cutting, sorting objects, categorizing pictures, and tracing stencils.
3. Supervising physical education activities

Excerpts from:

Class notes from Sr. Bernadette Kalscheur, Chairman of the Education Department, Alverno College, Milwaukee, Wisconsin.

Wayne L. Herman, "Teacher Aides: How They Can Be of Real Help," Grade Teacher, Vol. 84, No. 6 (February, 1967), pp. 103, 168.

Sidney J. Rauch, "Using Paraprofessionals as Reading Aides," (Paper presented at the International Reading Association Conference, Anaheim, California, May 6-9, 1970).

Teacher Aide Program - Madison Public Schools, Madison, Wisconsin, Second Semester, 1966-67, Compiled by a Committee, pp. 30-31.

ST. JOSEPH SCHOOL - HOWELL, MICHIGAN

APPLICATION FOR TEACHER ASSISTANT

Name: _____

Address: _____

Phone Number: _____

Social Security Number: _____

1. Amount of Education:

12 years _____

More (please specify) _____

2. Previous work in school

yes _____

no _____

If yes, in what capacity? _____

3. Check the category you prefer:

(The descriptions and numbers are on the previous pages.)

a) Clerical Assistant _____

State your preferences by number _____

b) Instructional Assistant _____

State your preferences by number _____

c) Learning Center Assistant _____

State your preferences by number _____

d) Library Assistant _____

State your preferences by number _____

e) Supervisional Assistant _____

State your preferences by number _____

4. Grade levels you prefer:

1st choice _____

2nd choice _____

3rd choice _____

5. Days Available _____

Time A.M. _____ Time P.M. _____

6. Number of days you can work each week _____

7. Would you prefer to do the work at home

yes _____

no _____

(Signed) _____

APPENDIX G
HANDBOOK

CHILDREN ARE GIFTS !

at least Jesus thought so, "Father, I want those you have given me to be where I am..."

I agree with Jesus . . . and I also want those whom the Father has given me to be where I am.

Children are gifts which the Father sends to me -- wrapped!

Some are wrapped very beautifully; they are very attractive when I first see them.

Some come in very ordinary wrapping paper.

Others have been mishandled in the mail.

Once in a while there is a "Special Delivery!"

Some children are gifts which come very loosely wrapped; others very tightly.

But the wrapping is not the gift!

It is easy to make this mistake. . . it's amusing when babies do it.

Sometimes the gift is very easy to open up.

Sometimes I need others to help.

Is it because they are afraid?

Does it hurt?

Maybe they have been opened up before and thrown away!

Could it be that the gift is not for me?

I was a child. Therefore, I am a gift too!

A gift to myself, first of all, The Father gave myself to me.

Have I ever really looked inside the wrappings?

Afraid to?

Perhaps I've never accepted the gift that I am . . .

Could it be that there is something else inside

the wrappings than what I think there is?

Maybe I've never seen the wonderful gift that I am?

Could the father's gifts be anything but beautiful?

I love the gifts which those who love me give to me;

why not this gift from the Father?

Now I am a gift to God's other children.

Am I willing to be given by the Father to others? . . .

a man for others!

Do others have to be content with the wrappings. . .

never permitted to enjoy the gift?

Every meeting with children is an opportunity for giving.

But a gift without a giver is not a gift; it is a

thing devoid of a relationship to a giver.

Friendship is a relationship between persons who see them-

selves as they truly are; gifts of the Father to each

other for others . . . brothers!

A child is a gift not just to me but to the world. . .

Children are gifts, gifts received and gifts given . . .

like the Son.

Children - are treasures -

Children - are God's gifts - to make beautiful

to open

to send forth.

Adapted from selection by

Fr. George Nintemann, O.P.

THREE R'S FOR THE VOLUNTEER
MILWAUKEE PUBLIC SCHOOL SYSTEM

The following three R's will support and guide throughout
your experience as a VOLUNTEER.

--- RAPPORT

The understanding VOLUNTEER. . .

- . recognizes the child's need to improve his self-image
- . supports the child by offering genuine friendship
- . provides a relaxed, friendly atmosphere for tutoring sessions
- . provides many opportunities for the child to be successful

--- RESPONSIBILITY

The effective VOLUNTEER. . .

- . is regular in attendance
- . is appreciative of the efforts of the school to educate all children
- . is cooperative with administrative and school personnel
- . is aware of the importance of planning each tutoring session
- . is sincerely concerned about the pupil who is being tutored
- . is able to generate enthusiasm about each child and his potential

--- REWARDS

The successful VOLUNTEER. . .

- shares with the child the warm personal satisfaction which results from successful human relationships
- provides the teacher with the satisfaction of knowing that the child's needs are being met
- receives the sincere gratitude of the entire school community

Follow the three "R's" and become an understanding, effective, successful VOLUNTEER.

RESPONSIBILITY AND ETHICS OF THE ADMINISTRATION

Excerpts from: Paul C. Shank, and Wayne McElroy, The Paraprofessionals (Midland, Michigan: Pendell Publishing Co., 1970), p. 2.

1. Allow appropriate flexibility in administrative practices and procedures pertaining to teacher assistants.
2. Provide for an annual evaluation of the individual teacher assistant's task performance.
3. Seek suggestions for improved use of teacher assistants from teachers and the teacher assistants themselves. These suggestions should be used in the revision of policies, practices, and procedures of the program.
4. Review policies relating to teacher assistants annually.
5. Evaluate the use of teacher assistants by the teachers. This should be done annually.
6. Demonstrate your support of the program by your presence at in-service meetings.

RESPONSIBILITY AND ETHICS OF THE TEACHER

Excerpts from: Paul Shank and Wayne McElroy, The Para-professionals (Midland, Michigan: Pendell Publishing Co., 1970), p. 3.

Jeanne Wielgat, What's Happening: An Effective Teacher-Aide Program (Dayton, Ohio: Pflaum Publishing Co., 1969), pp. 12-13, 17-18.

Mrs. John Walsh and Sister Marietta Devine, compiler, What's Happening: Santa Rosa Teacher-Aide Program (Dayton, Ohio: Pflaum Publishing Co., 1969), p. 23.

1. Establish a wholesome rapport and team relationship with the teacher assistant and communicate a professional attitude through support and advice.
2. Be sure your directions are clear, and the teacher assistant understands what is expected of her.
3. Be willing to teach the teacher assistant skills she can learn and wants to learn. Include the reasons for the task as well as the "how to" information.
4. Attend in-service meetings for teacher assistants.
5. When corrections of the teacher assistant are necessary, make them in private: never in the presence of the pupils.
6. Any criticism you have of the teacher assistant's work is not to be discussed with others in the school system except the principal and coordinator of the teacher assistants.
7. No matter how competent and willing the teacher assistant may be, she is not a professional and should not be made responsible for professional duties.

RESPONSIBILITY AND ETHICS OF THE
COORDINATOR OF THE VOLUNTEER TEACHER ASSISTANTS

Excerpts from: Dr. Bryce Perkins, Getting Better Results from Substitutes, Teacher-Aides, and Volunteers (Englewood Cliffs, New Jersey: Prentice Hall, Inc. 1966), p. 53.

Arthur W. Schoeller, ed., Problems, Pitfalls, and Prescriptions for Volunteer Reading Tutoring Programs (Milwaukee, Wisconsin: University of Wisconsin, 1968), appendix.

Mrs. John Walsh and Sister Marietta Devine, compiler, What's Happening: Santa Rosa Teacher-Aide Program (Dayton, Ohio: Pflaum Publishing Co., 1969), pp. 10-11.

Jeanne Wielgat, What's Happening: An Effective Teacher-Aide Program (Dayton, Ohio: Pflaum Publishing Company, 1969), pp. 13-14.

1. List names, addresses and phone numbers of those who return application forms. Keep the forms on file.
2. Send letters of acknowledgment to those who have applied.
3. Participate in recruitment, selection, and orientation of volunteer teacher assistants.
4. Plan with the principal the agenda for the initial orientation meeting and future in-service meetings.
5. Assist the principal with the assignment and scheduling of teacher assistants.
6. Maintain a sign-in/sign-out sheet available for teacher assistants and keep a record of the hours of their service.

7. Keep teacher assistant bulletin board up-to-date.
8. Consult with teacher assistants for a period of time each week.
9. See that the teacher assistant receives the necessary help and supplies.
10. Act as a liaison between the teacher assistant and the principal and the teacher assistant and the teacher.
11. Represent the teacher assistants at faculty meetings and inform the teachers of the teacher assistants' progress and problems.
12. Assist at teacher assistant evaluation meetings.
13. Supervise the care of educational equipment. Keep a record of all materials and equipment being used.
14. Collect titles and books for the staff library pertinent to teacher assistant work.

RESPONSIBILITY AND ETHICS OF THE
VOLUNTEER TEACHER ASSISTANT

Excerpts from: Paul C. Shank and Wayne McElroy, The Paraprofessionals (Midland, Michigan, Pendell Publishing Co., 1970), pp. 3-4.

Jeanne Wielgat, What's Happening: An Effective Teacher-Aide Program (Dayton, Ohio: Pflaum Publishing Co., 1969), p. 15.

Mrs. John Walsh, and Sister Marietta Devine, compiler, What's Happening: Santa Rosa Teacher-Aide Program (Dayton, Ohio,: Pflaum Publishing Co., 1969), pp. 27-28.

1. You are a unique support to the teacher by cooperating with the planned material and her program.
2. You will never be expected to perform professional services. The teacher is always responsible for content and techniques. You are to reinforce her initial instruction.
3. Be patient and respectful of teachers with whom you work. Remember, they are learning to use your services as you are learning to serve.
4. If you have any questions regarding a task you are asked to perform, ask. Try to understand thoroughly what is expected of you.
5. Inform the teacher of a child's progress or problems.
6. Keep to your assigned schedule or inform the school office of your anticipated absence.
7. Attend in-service meetings and resolve to seek new information and develop new skills that will enable you to be of greater assistance.

8. Observe school policies and regulations.
9. Never divulge confidential information to which you have access in the classroom or in the school.
10. Do not discuss teachers, pupils, school matters or other volunteers among yourselves or with others. Any difficulty you experience should be discussed with the teacher, coordinator, or principal.
11. Give the school administration your loyal support, the teachers your assistance and the pupils your best nature.

YOU ARE IMPORTANT. WE NEED YOU!

A DEVELOPMENTAL VIEW OF CHILDREN

Reprinted from the 1966 edition of Scott, Foresman's These Are Your Children, a child development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT SIX

PHYSICAL DEVELOPMENT

Growth proceeding more slowly, a lengthening out.
Large muscles better developed than small ones.
Eleven to twelve hours of sleep needed.
Eyes not yet mature, tendency toward far-sightedness.
Permanent teeth beginning to appear.
Heart in period of rapid growth.
High activity level--can stay still only for short periods.

CHARACTERISTIC BEHAVIOR

Eager to learn, exuberant, restless, overactive, easily fatigued.
Self-assertive, aggressive, wants to be first, less cooperative than at five, keenly competitive, boastful.
Whole body involved in whatever he does.
Learns best through active participation.
Inconsistent in level of maturity evidenced--regresses when tired, often less mature at home than with outsiders.
Inept at activities using small muscles.
Relatively short periods of interest.
Has difficulty making decisions.
Group activities popular, boys' and girls' interests beginning to differ.
Much spontaneous dramatization.

SPECIAL NEEDS

Encouragement, ample praise, warmth, and great patience from adults.

Ample opportunity for activity of many kinds, especially for use of large muscles.

Wise supervision with minimum interference.

Friends--by end of period, a best friend.

Concrete learning situations and active, direct participation.

Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.

Help in developing acceptable manners and habits.

A DEVELOPMENTAL VIEW OF CHILDREN

Reprinted from the 1966 Edition of Scott, Foresman's These Are Your Children, a child development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT SEVEN

PHYSICAL DEVELOPMENT

Growth slow and steady.

Annual expected growth in height--two or three inches.

In weight--three to six pounds.

Losing teeth. Most seven-year-olds have their six-year molars.

Better eye-hand coordination.

Better use of small muscles.

Eyes not yet ready for much close work.

CHARACTERISTIC BEHAVIOR

Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adults.

Interests of boys and girls diverging. Less play together.

Full of energy but easily tired, restless and fidgety, often dreamy and absorbed.

Little abstract thinking. Learns best in concrete terms and when he can be active while learning.

Cautious and self-critical, anxious to do things well, likes to use hands.

Talkative, prone to exaggerate, may fight verbally instead of physically, competitive.

Enjoys songs, rhythms, fairy tales, myths, nature stories, comics, television, movies.

Able to assume some responsibility.

Concerned about right and wrong, but may take small things that are not his.

Rudimentary understanding of time and monetary values.

SPECIAL NEEDS

The right combination of independence and encouraging support.

Chances for active participation in learning situations with concrete objects.

Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.

Warm, encouraging, friendly relationships with adults.

Acceptance at own level of development.

A DEVELOPMENTAL VIEW OF CHILDREN

Reprinted from the 1966 Edition of Scott, Foresman's These Are Your Children, a child development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT EIGHT

PHYSICAL DEVELOPMENT

Growth still slow and steady--arms lengthening, hands growing.

Eyes ready for both near and far vision. Near-sightedness may develop this year.

Permanent teeth continuing to appear.

Large muscles still developing. Small muscles better developed, too. Manipulative skills are increasing.

Attention span getting longer.

Poor posture may develop.

CHARACTERISTIC BEHAVIOR

Often careless, noisy, argumentative, but also alert, friendly, interested in people.

More dependent on his mother again, less so on his teacher. Sensitive to criticism.

New awareness of individual differences.

Eager, more enthusiastic than cautious. Higher accident rate.

Gangs beginning. Best friends of same sex.

Allegiance to other children instead of to an adult in case of conflict.

Greater capacity for self-evaluation.

Much spontaneous dramatization, ready for simple classroom dramatics.

Understanding of time and of use of money.

Responsive to group activities, both spontaneous and adult-supervised.

Fond of team games, comics, television, movies, adventure stories, collections.

SPECIAL NEEDS

Praise and encouragement from adults.

Reminders of his responsibilities.

Wise guidance and channeling of his interests and enthusiasms, rather than domination or unreasonable standards.

A best friend.

Experience of belonging to peer group--opportunity to identify with others of same age and sex.

Adult-supervised groups and planned after-school activities.

Exercise of both large and small muscles.

A DEVELOPMENTAL VIEW OF CHILDREN

Reprinted from the 1966 Edition of Scott, Foresman's These Are Your Children, a child development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT NINE OR TEN

PHYSICAL DEVELOPMENT

Slow, steady growth continues--girls forge further ahead. Some children reach the plateau preceding the preadolescent growth spurt.

Lungs as well as digestive and circulatory systems almost mature. Heart especially subject to strain.

Teeth may need straightening. First and second bicuspids appearing.

Eye-hand coordination good. Ready for crafts and shop work.

Eyes almost adult size. Ready for close work with less strain.

CHARACTERISTIC BEHAVIOR

Decisive, responsible, dependable, reasonable, strong sense of right and wrong.

Individual differences distinct, abilities now apparent.

Capable of prolonged interest. Often makes plans and goes ahead on his own.

Gangs strong, of short duration and changing membership. Limited to one sex.

Perfectionistic--wants to do well, but loses interest if discouraged or pressured.

Interested less in fairy tales and fantasy, more in his community and country and in other countries and peoples.

Loyal to his country and proud of it.

Spends a great deal of time in talk and discussion.
Often outspoken and critical of adults, although still dependent on adult approval.

Frequently argues over fairness in games.

Wide discrepancies in reading ability.

SPECIAL NEEDS

Active rough and tumble play.

Friends and membership in a group.

Training in skills, but without pressure.

Books of many kinds, depending on individual reading level and interest.

Reasonable explanations without talking down.

Definite responsibility.

Frank answers to his questions about coming physiological changes.

A DEVELOPMENTAL VIEW OF CHILDREN

Reprinted from the 1966 Edition of Scott, Foresman's These Are Your Children, a child development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

THE PREADOLESCENT

PHYSICAL DEVELOPMENT

A "resting period," followed by a period of rapid growth in height and then growth in weight. This usually starts sometime between 9 and 13. Boys may mature as much as two years later than girls.

Girls usually taller and heavier than boys.

Reproductive organs maturing. Secondary sex characteristics developing.

Rapid muscular growth.

Uneven growth of different parts of the body.

Enormous but often capricious appetite.

CHARACTERISTIC BEHAVIOR

Wide range of individual differences in maturity level.

Gangs continue, though loyalty to the gang stronger in boys than in girls.

Interest in team games, pets, television, radio, movies, comics. Marked interest differences between boys and girls.

Teasing and seeming antagonism between boys' and girls' groups.

Awkwardness, restlessness, and laziness common as result of rapid and uneven growth.

Opinion of own group beginning to be valued more highly than that of adults.

Often becomes overcritical, changeable, rebellious, uncooperative.

Self-conscious about physical changes.

Interested in earning money.

SPECIAL NEEDS

Understanding of the physical and emotional changes about to come.

Skillfully planned school and recreation programs to meet needs of those who are approaching puberty as well as those who are not.

Opportunities for greater independence and for carrying more responsibility without pressure.

Warm affection and sense of humor in adults. No nagging, condemnation, or talking down.

Sense of belonging, acceptance by peer group.

TIPS FOR GOOD DISCIPLINE

Excerpts from: Carlos de Zafra, Jr., Sixty-Two Suggestions to Improve Classroom Discipline (West Orange, New Jersey: The Economics Press, Inc., 1968).

1. Insist at all times on respect for grown-ups and for authority in general. Never accept any manner of address except Miss or Mrs..
2. Be positive. Giving praise, providing opportunities for daily successes, giving encouragement and inspiration--these are positive ways to solve discipline problems.
3. Be kind but firm.
4. Be consistent. Nothing is more confusing to a student than someone whose standards and values are constantly shifting and changing.
5. Be fair. Since the children in the class will be different, your treatment of each will be different. A slow child, for example, may need a great deal more praise and encouragement than a bright one.
6. Try to project confidence to the children.
7. Do your utmost not to dislike a child because of his actions. Reject the behavior of the child, never the child himself.
8. If a child does not cooperate after your reminders, contact the classroom teacher.
9. Never reprimand in anger or use physical punishment.
10. Recognize unacceptable behavior for what it is--a symptom. The need for attention, affection, expression of fear, resentment, insecurity--these are the basic problems.

Selected Bibliography to be Used with
Grades One to Six From a Bibliography

by

Lillie Pope
Coney Island Hospital
Brooklyn, New York

MATERIALS WHICH EMPHASIZE WORD ANALYSIS SKILLS,
VOCABULARY DEVELOPMENT, AND SPELLING

Column one lists the reading grade level of the material.
Column two indicates the age level of the students for whom
the material will be interesting.

C	Child, ages 6-11
ET	Early Teens, ages 12-15
YA	Young Adult
A	Adult
All	All ages

	Reading Grade	Interest Level
<u>A First Course in Phonic</u> Reading, G. Helson, Educators Publishing Services	Beg.	All
<u>Intersensory Reading Method,</u> C. Pollack, Book-Lab, Inc.; unit designed to teach conso- nants and short vowels to non readers.	Beg.	C, ET, YA
<u>Learning the Letters, Educa-</u> tors Publishing Service.	Beg.	C, ET, YA
<u>Phonovisual Series, Phono-</u> visual Products, Inc.	Beg.	C, ET
<u>Programmed Phonics Series, Educa-</u> tors Publishing Service; assumes a knowledge of consonant sounds.	Beg.	All

	Reading Grade	Interest Level
<u>Specific Skill Series</u> , Barnell Loft, Inc.; books A-F are at grade levels one through six; after the first level, the books may be used by students of any age as remedial work- books for improving comprehen- sion skills.	1-6	All
<u>Reading With Phonics</u> , J.B. Plip- pincott Company; accompanied by workbooks; <u>Sounds, Letters & Words</u> ; <u>More Sounds, Letters & Words</u> ; <u>Skill with Sounds</u> .	Beg.	C, ET
<u>Structural Reading Series</u> , Random House; useful for in- dividual tutoring in early instruction.	Beg.	All
<u>McCall-Crabbs, Standard Test Lessons in Reading</u> , Teachers College Press.	2-12	All
<u>Word Attack Series</u> , Feldman, S. and Merrill, K. Teachers College Press; <u>Ways to Read Words--Grade 2</u> ; <u>More Ways to Read Words--Grade 3</u> ; <u>Learning About Words--Grade 4</u> .	2-4	All
<u>Remedial Reading Drills</u> , Hegge, T.G. and others, George Wahr Publishing Company.	Beg.-3	All
<u>Phonics We Use</u> , Lyons & Carna- han Educational Publishers; phonics exercises, with empha- sis on auditory discrimination.	1-6	All
<u>Thorndike-Barnhart Junior Dictionary</u> , Doubleday and Company.	4 +	All
<u>Merrill Linguistic Readers</u> , Charles E. Merrill Publishing Co.; series with phonics approach.	Beg.-6	All
<u>Let's Read</u> , Clarence L. Barnhart Publishing Company.	1-3	C, ET, YA

<u>Open Court Correlated Language Arts Program</u> , Open Court Publishing Company; basic readers, workbooks, and supplementary storybooks, stressing a phonics approach.	Reading Grade	Interest Level
	Beg.-6	C, ET
<u>The Sullivan Associates Readers Series</u> , McGraw-Hill Book Company; fourteen books stressing short vowels.	2-3	C
<u>Basic Reading Series</u> , McCracken, G & Walcutt, C., J.B. Lippincott Company.	Beg.-4	C, ET
<u>Building Reading Skills</u> , McCormick-Mathers Publishing Company.	Beg.-6	C, ET
<u>Primary Phonics Series</u> , Educators Publishing Service; brief pamphlet readers using consonants and short vowels, supplemented by workbook.	Beg.	C
<u>Programmed Reading</u> , McGraw-Hill Book Company.	1-3	C
<u>Sullivan Reading Series</u> , McGraw-Hill Book Company.	Beg.-3	C
<u>First Phonics Series</u> , Educators Publishing Service; introduction of consonants & short vowels, supplemented by consonant cards.	Beg.	C, ET

MATERIALS TO DEVELOP COMPREHENSION AND
ENCOURAGE INTEREST AND PLEASURE IN READING

<u>Gates, Peardon Practice Exercises in Reading</u> , Teachers College Press.	1-7	All
<u>Readers' Choice Catalog</u> , Scholastic Book Services; inexpensive paperback books.	2-12	All
<u>Easy Reading Simplified Classics Series</u> , Scott, Foresman & Co., popular titles include Robinson Crusoe, Tom Sawyer, Moby Dick.	3-5	All

<u>Discovery Books</u> , Garrard Publishing Company; popular titles include <u>Ulysses S. Grant</u> , <u>George Washington Carver</u> , <u>George Washington</u> , <u>Daniel Boone</u> .	Reading Grade	Interest Level
	3	All
<u>True Books</u> , Institutional Book Service	1-2	All
<u>Practice Readers</u> , McGraw-Hill Book Company; short selections.	3-4	All
<u>We Honor Them</u> , Watson, W.M. New Readers Press; this two volume series presents easy to read one page biographies of important Negroes in American History.	2-4	All
<u>Special Primary Series</u> , Schwartz, L., Noble & Noble Publishers, five inexpensive workbooks designed for use with urban disadvantaged children, including supplementary units on preprimer level.	Beg.	C
<u>The Bank Street Readers</u> , Mac-Millan Co.; for urban disadvantaged children, including supplementary units on preprimer level.	Beg.-3	C
<u>Dolch Series</u> , Garrard Publishing Co.; easy to read books using Dolch basic sight vocabulary.	1-3	C
<u>Sailor Jack series</u> , <u>Cowboy Sam series</u> , <u>Dan Frontier & Co-Basic Reading Series</u> , Benefic Press.	Beg.-4	C
<u>Morgan Bay Mystery series</u> , Harr Wagner Publishing Company.	2-4	C
<u>Jim Forest series</u> , Harr Wagner Publishing Company	1-3	C
<u>Language Experience Readers</u> , (Chandler Reading Program) Chandler Pub. Co.; the program includes paperback picture portfolios, preprimer paperback readers.	Beg.-3	C

<u>Holt Urban Social Studies Series, Holt, Rinehart & Winston, Inc., attractively illustrated series.</u>	Reading Grade	Interest Level
	2-4	C
<u>The City Is My Home Series, John Day Company</u>	Beg.	C
<u>Look, Read, Learn Books, Melmont Publishers; titles include At the Airport, Freight Yard.</u>	2-3	C, ET
<u>The Box Car Children Series, Scott, Foresman & Company</u>	2-5	C, ET
<u>Reading Round Table Series, American Book Company</u>	1-6	C, ET
<u>Yearling Books, Dell Publishing Co.; inexpensive paperback adaptations of children's classics includes biographies of Frederick Douglass, Abraham Lincoln, and John F. Kennedy.</u>	2-8	C, ET
<u>Martin Mooney's Minute Mysteries, Educators Publishing Service; short stories.</u>	3-4	C, ET, YA
<u>Deep Sea Adventure Series, Harr Wagner Publishing Company.</u>	1-5	C, ET, YA
<u>Landmark Books, Random House; books of history & biography.</u>	4-8	All
<u>MacMillan Reading Spectrum, MacMillan Company; general instructional materials.</u>	4-8	All
<u>Citizens All Series, Houghton Mifflin Co.; a series of social studies enrichment texts.</u>	4-6	C, ET, YA
<u>Proudly We Hail, Brown, V. & Brown, J., Houghton Mifflin Co., brief illustrated biographies.</u>	4-5	ET, YA
<u>Checkered Flag Series, Harr Wagner Publishing Company</u>	1-5	C, ET, YA

GAMES

(Prices subject to
Change)

<u>Alphabet</u>	Childcraft	\$3.00
<u>ABC Lotto</u>	Childcraft	\$1.25
<u>Consonant Lotto</u>	Garrard Publ. Co.	\$1.00
<u>Easy Crossword Puzzles for People Learning English</u>	Walter P. Allen English Language Services	
<u>Fun With Rhymes</u>	Instructo Products Company	\$3.95
<u>Go Fish, A Consonant Sound Game</u>	Remedial Education Center	\$1.25
<u>Go Fish, A Consonant Blend Game</u>	Remedial Education Center	\$1.25
<u>Grab</u>	Dorothea Alcock	Deck 1 \$1.75 Deck 2 \$1.75 Senior \$1.75
<u>Group Sounding Game</u>	Garrard Publ. Co.	\$1.59
<u>Group Word Teaching Game</u>	Garrard Publ. Co.	\$1.59
<u>Judy's Match-Bttes</u> (For use at the reading readiness level)	Judy Company	\$3.95
<u>Junior Scrabble</u>	Selchow & Righter Company	\$3.00
<u>Match, Sets I & II</u>	Garrard Publ. Co.	\$1.50 per set
<u>The Monkey Game</u>	Dorothea Alcock	\$2.50
<u>My Puzzle Book, I, II</u>	Garrard Publ. Co.	.56
<u>Object Lotto</u>	Childcraft	\$1.25

<u>Pay the Cashier</u>	Garrard Publ. Co.	\$3.95
<u>Phonetic Quizmo</u>	Milton Bradley Co.	\$1.50
<u>Picture Dominoes</u>	Childcraft	\$1.25
<u>Picture Readiness Game</u>	Garrard Publ. Co.	.75
<u>Picture Word Builder</u>	Milton Bradley Co.	.75
<u>Pirate Keys</u> (For phonics instruction)	Antioch Bookplate Co.	
<u>Read and Say Verb Game</u>	Garrard Publ. Co.	\$1.50
<u>Rummy; Phonic Rummy;</u> <u>Junior Phonic Rummy</u>	Phono Visual Products	\$1.25 per set
<u>Scrabble</u>	Selchow & Righter Company	\$4.00
<u>Sentence Builder</u>	Milton Bradley Co.	\$1.00
<u>Spill & Spell</u>	Childcraft	\$2.00
<u>Show You Know Then Go.</u>	Teaching Resources, Inc.	\$7.50
<u>The Syllable Game</u>	Garrard Publ. Co.	\$1.00
<u>Take</u>	Garrard Publ. Co.	\$1.50
<u>Vowel Dominoes</u>	Remedial Education Center	\$1.35
<u>Vowel Lotto</u>	Garrard Publ. Co.	\$1.00
<u>What the Letters Say</u>	Garrard Publ. Co.	\$1.98
<u>Who Gets It?</u>	Garrard Publ. Co.	\$1.59

TEACHING AIDS

<u>Alphabets Sets</u>	Creative Playthings	\$1.65
<u>Basic Sight Cards</u>	Garrard Publ. Co.	\$1.25
<u>Flannel Boards</u>	Judy Mfg. Co.	\$6.00 per set
<u>Judy Alphabets</u>	Judy Mfg. Co.	\$2.75-\$7.50
<u>Letter Blocks</u>	Childcraft	\$26.00 per set (Capitals/ lower case)
<u>Letter Form Board and Letters</u>	Houghton Mifflin Co.	\$45.00
<u>Picture Word Cards</u>	Garrard Publ. Co.	\$1.00
<u>Popper Word Sets</u>	Garrard Publ. Co.	\$1.00
<u>Puppets</u>	Creative Playthings	Animals \$1.95 Family \$6.50/set
<u>Short Vowel Drill</u>	Remedial Education Center	.60
<u>Sight Phrase Cards</u>	Garrard Publ. Co.	\$1.00
<u>Touch to Learn Beaded Letters</u>	Childcraft	\$3.95
<u>Word Prefixes</u>	Kenworthy Educa- tional Service, Inc.	
<u>Word Suffixes</u>	Kenworthy Educa- tional Service, Inc.	

Based on a chapter from Guidelines to Teaching Remedial Reading to the Disadvantaged by Lillie Pope (copyrighted 1967) with permission of the Publisher, Book-Lab, Inc. 1449-37th Street, Brooklyn, New York, 11218.

Permission granted for reprinting to Sister Mary Diane Rondeau, June 30, 1972.

DR. JOHN C. MANNING'S VIDEO-TAPES

Dear Sister Rondeau : Date June 30, 1972

Thank you for your interest concerning the use of Dr. John C. Manning's video-tapes. We wish to inform you that these tapes MUST be used on a Sony Videocorder. They are the old format series beginning about #2100 through #2600. The length of viewing time per tape is $\frac{1}{2}$ to 1 hour long. They are $\frac{1}{2}$ " tapes and should be used in sequence because each one describes or reinforces the ideas presented by the previous tape. The tapes must not be reproduced at any time.

1. Greenwood Elementary School has scheduled (for your use), Dr. John C. Manning's video-tapes as follows:

1 General Nature of Reading Disability

week of September 25

2 Oral Reading for Diagnosis

week of October 9

3 Planned Work for Reading Problems

week of October 23

4 Classroom Practice in Reading

week of November 6

2. Greenwood Elementary School is UNABLE to schedule Dr. John C. Manning's video-tapes on the dates you requested.

3. Nearest possible date video-tape is available for your use:

#1 _____ # 2 _____
#3 _____ # 4 _____

APPENDIX H

IN-SERVICE

4. Greenwood Elementary School asks that you confirm the dates listed in either ITEM NO. 1 or ITEM NO. 3 and return this form to us within seven (7) days, as a confirmation of booking.

(Signed) _____

5. After viewing these video tapes, return them to: GREENWOOD ELEMENTARY SCHOOL, 418 North 8th Street, River Falls, Wisconsin, 54022 on the following dates:

#1 October 3, 1972 #2 October 17, 1972
#3 October 31, 1972 #4 November 14, 1972

We ask that you insure each tape for \$50.00 and mail them as library materials, "special handling".

A service charge of \$2.00 per tape is requested. Make checks payable to: RIVER FALLS PUBLIC SCHOOLS. Mail your check to: Mrs. Peg Wells, Reading Coordinator, Greenwood Elementary School, 418 North 8th Street, River Falls, Wisconsin, 54022.

If further information is needed please feel free to contact Mrs. Peg Wells, Reading Coordinator for the River Falls Public Schools at this telephone number:

715 - 425 - 7231.

APPENDIX I
UTILIZATION

Interest Inventory and Background Information

Excerpt from Wm. Kottmeyer's Teacher's Guide to Remedial Reading (St. Louis: Webster Publishing Company, 1959), p. 37.

Name _____

1. What do you like to do in your spare time?

What do you usually do right after school?

On Saturdays? _____

On Sundays? _____

2. How many brothers and sisters do you have? _____

How old are they? _____

3. Do you have an allowance? _____

Have you ever earned any money? How? _____

What do you do with your money? _____

4. Do you have a television set? _____

What are your favorite programs? _____

How much time do you spend watching television? _____

5. Have you ever been to a farm, circus, zoo, art museum, amusement park, concert, picnic, ball-game, another city? _____

6. Have you ever taken a trip by boat, train, bus, auto, airplane? _____

7. Do you have a pet? _____
What? _____
8. Which schools have you attended? _____
Where? _____
Do you like school? _____
What subjects do you like best? _____
Which do you dislike? _____
9. Do you enjoy reading? _____
Do you like to have someone read to you? _____
How much time do you spend just reading? _____
What are some of the books you read lately? _____

Do you have a library card? _____
How often do you use it? _____
Do you bring books home from school? _____
What kind of books do you bring home? _____
Have you thought about what you'd like to do when you grow up? _____
10. If you had three wishes, how would you use them? _____

SUPPLEMENTARY READERS

Primer

Guess Who
Fun With Our Friends
Flying On
The Little White House
Our School

2-2

Town and Country
Sailing Ahead

1-1

Fun With John and Jean
Reaching Up
Our Town

3-1

Looking Ahead
Streets and Roads

1-2

Our New Friends
We Three

3-2

More Streets and Roads
Tall Tales
Climbing Higher

2-1

Just For Fun
Friends and Neighbors
What Next?
Riding Along
Down Our Way
Fields and Fences
We are Neighbors

Just Imagine
Once Upon A Storytime

SUPPLEMENTARY READER FORM

This reader corresponds to the reading level your child is on in school. Some of the vocabulary words will be new to him, but he should be able to read most of them.

He is expected to read the book orally. Encourage him to read with expression. Check his comprehension by questioning him.

Title of Book _____

I felt that the book was:

Too easy _____ Just right _____ Too difficult _____

Comments: _____

(Parent's Signature)